

CHOICE BETWEEN MADRASSA AND CONVENTIONAL EDUCATION; INVESTIGATING THE PREFERENCES AND DRIVERS



Submitted by

WASIM SAJAD SHAH

Reg No: PIDE2018FMPHILPP30

Supervised by

Dr. Iftikhar Ahmad

Assistant Professor

**PIDE School of Social Sciences
Pakistan Institute of Development Economics
Islamabad
2021**

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“A Dissertation Submitted to the Pakistan Institute of Development
Economics, in partial fulfillment of requirements of the Degree of

Master of Philosophy in Public Policy”

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Assistant Professor

PIDE School of Social Sciences

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Pakistan**

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Pakistan Institute of Development Economics, Islamabad
PIDE School of Social Sciences

CERTIFICATE

This is to certify that this thesis entitled: **“Choice Between Madrassa and Conventional Education; Investigating the Preferences and Drivers”** submitted by **Mr. Wasim Sajjad Shah** is accepted in its present form by the School of Social Sciences, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Public Policy.

Supervisor:

Dr. Iftikhar Ahmad,
Assistant Professor,
Pakistan Institute of Development Economics,
(PIDE) Islamabad.

External Examiner:

Dr. Naila Nazir,
Associate Professor,
University of Peshawar.

Head,
PIDE School of Social Sciences:

Dr. Hafsa Hina
Assistant Professor/HOD,
Pakistan Institute of Development Economics,
Islamabad.

Author's Declaration

I Wasim Sajad Shah hereby state that my MPhil thesis titled Choice Between Madrassa and Conventional Education; Investigating the Preferences and Drivers is my own work and has not been submitted previously by me for taking any degree from this University Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

Date: 11/02/2022.

Signature of Student:



Name of Student: Wasim Sajad Shah

Dedication

I dedicate this Research to my beloved parents, MR & Mrs. Khabir Shah who have been a great source of inspiration and support; their love encouraged me at every step-in life and particularly during my studies at PIDE. I dedicate my little effort to my brothers Asif Salim Shah, Attiq Shah, Amir Shah, Danish Gillani and sister whose love, trust, and prayers are unforgettable for me. A Special dedication to my cute Niece Maham Gillani.

(Wasim Sajad Shah)

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Abstract

This study aims to analyze the factors determining the choice between Madrassa and conventional education, investigating the preferences and drivers. For this purpose, the primary data has been utilized and a total of 203 were sample collected from Madrassa/schools administration staff and the parents of students, studying at Madrassa or schools. The data was collected through structure questionnaire having two parts as quantitative and qualitative. The study utilizes descriptive statistics and Binomial Logistic Regression based on data collected. School choice (for public versus private and Madrassa education, separately) are used in two regressions to understand the effects of different independent variables on school choice. Gender, Age, Education Status, Average monthly income, Ethnicity, Occupation, Enrolled children and preferred school as independent variables. Age, Education (Primary), Average monthly income (40 thousand and above categories), Occupation (Public vs Private servant) and Enrolled children were statistically significant. Hence, the above factors play an important role in school choice and to bring equal opportunity to all students, parents' initial investment in their kids carries great significance.

Keywords: School choice; Madrassa; Conventional Education; Descriptive Statistics; Binomial Logistic Regression

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CHAPTER 1

INTRODUCTION

Importance of education is highly valuable as it is the base for the socio-economic development of a country. If the education structure suffers from low quality, this can become the main cause for low growth and poor development. Awan & Zia (2015), the quality of education is declining in Pakistan although the government tries to improve the quality and quantity of education by introducing many incentives including free access to education. Since 2010, through the 18th Constitutional amendment, government of Pakistan all the social, political administrative and fiscal matters and decisions power are now in the hands of provincial governments. As by this all the education related responsibilities are now handled by provincial governments. Including training of teachers' syllabus process, schooling managements and academic assessment.

Education is considered as a major social right protected in the UN Declaration of Human Rights along within Pakistan constitution Article 25-A. Article 25-A instructs the government of Pakistan *“to provide free and compulsory education to all children of the age five to sixteen years in such manner as may be determined by law (the constitution of the Islamic republic of Pakistan page no 15)”*. The international agreements like Sustainable Development Goals (SDGs) settled by the United Nations member states on September 25, 2015, taken one more step by adding quality phase in education. The SDG-4 focus mainly on education which binds the member's countries to *“ensure inclusive, equitable and quality education for all by 2030 and promote lifelong learning”*. Therefore, it is the main responsibility of the state to give quality of education and create an environment for easy access to education making education Awan & Zia (2015), the

government is trying to improve quantity ignoring the quality of education. By strict check and balance the government can improve the of education quality. It is evident that without trained and qualified staff governments cannot change the education system and will not improve the education quality.

As Pakistan got independence in 1947 numerous education policies made. There is lack of institutions by government to implement the policies in the country as generated. There were numerous well determined policies generated but the implementation is the main hurdle as these policies are not implemented fully. In Pakistan different political tenures have not well-planned structures, scarcity allocation of funds and ideological parties difference problems exists. Teachers are ignored in the policy making process at all. the teachers are added in the least important category that's why there is isolation between the teachers and the education system Zaki, (1989).

The education of children's is divided in many types of schools as per the education of their parents. The education of parents is highly correlated with the economic status of the parents. That parents who have education are earning more income because they have jobs and skills which may spent more income on the children's education as compared to uneducated parents as they have less earnings and cannot afford the expenses of education. Here there exist an adjacent and progressive link among the education of parents and social status. Although the educated parents have much information, familiarity, and experience about the school choice. they know about which school is best suited for their children's as according to their experience. The difference between school and their types has much importance for the parents having high- or middle-income status. Selecting special school types for their children by parents are to get higher achievements results but the mentioned reasons for the wealthier parents are to put their children in the same category or line of same group of families' income status and the facilities available

for them at home. In overall aspects in term of percentage of different among the kinds of schools the education of parents taken as measure for school choice, but this is not in same among the school types. The uneducated parents will be more likely to choose Government schools and Deeni or religious Madrasa. The uneducated parents prefer all the education institutes as they prefer the school type which is available. When came into Madrassa choice the parents are prefer Deeni Madrassa because this institute is free with the Islamic education and a best source for poor families to educate their children with free meal and boarding. Madrasa educational institutes are the best and only option for the uneducated parents with low-income status. In term of private schools, the educated parents having higher income status can afford the expenditures of private institutes. There are also exists sub types in private education as well. These are classified as low standard private schools in which the poor families' students exist. The other one is elite class which have higher expenses which are only affordable by the parents of high-income status. The elite private schools are only at big cities where parents can afford their expenses on other hand the low standard private schools found in all regions of the country.

Education is a basic need for individual, community, and domestic development that should able all individuals to achieve their concentrated human potential. The system should produce answerable, educated peoples to contribute Pakistan in the global structure of human addressed economic development (Government of Pakistan, 2009). In this regard, public as well as the private sector is encouraged to provide best means to facilitate provision of quality education. Similarly, Madrassa is alternative avenue of education, which mainly focusses on religious education and is funded through charitable activities. In short-term, parents are faced with different educational choices and must select healthier opportunities for their children. Within the traditional sources of public versus private education, indication acclaims that educated parents

choose private schooling for their children (Awan, & Zia, 2015). So far, evidence is limited when we want to study the similar selection as regards to Madrassa education.

Anjum (2017), the Madrassa education system in Pakistan are the non-governmental organizations facilitating the students with Islamic education with free shelter and boarding services, to educate the poor-based section of society. Here, the institutions follow an Islamic curriculum designed especially for this purpose.

Zaman (1999), the Madrassa is one of the many institutions that saw repeated attempts of reform in Muslim societies during the 19th and 20th centuries. Since the 11th century, when it became the main institution of higher Islamic education, the Madrassa has experienced many changes. Including the adaptation of degrees to local cultures and changes in times. Horizontally with the many other education systems inside the country, Madrassa education system is also realized as the dynamic section of the education system. In Pakistani three are corresponding education systems working as government funded schools, private schools and Madrassa or religious schools. Both private and public schools teach Islamic subjects as part of their curriculum, however, Madrassa offers religious exercise for students who have a strong interest in studying of religious education.

In these circumstances, it is important to study how parents make choices about Madrassa and conventional education with an emphasis on parental preference as well as the main driving forces that motivate them to make educational selections for their children. Therefore, this study undertakes research on the aspects influencing choices between Madrassa and formal education and thus add new evidence to the literature.

1.1.Situational Analysis

The net enrollment rate (NER) is the number of children of a definite age who attend a specified class divided by the number of children of a specified age. Although, given the state of the data, it seems more appropriate to consider the age range of '6-10' for primary, '11-13' for middle and '14-15' for Matric. Overall, the NER Primary Age (6-10) was reported at 64 percent in 2019-20 compared to 67 percent in 2014-2015

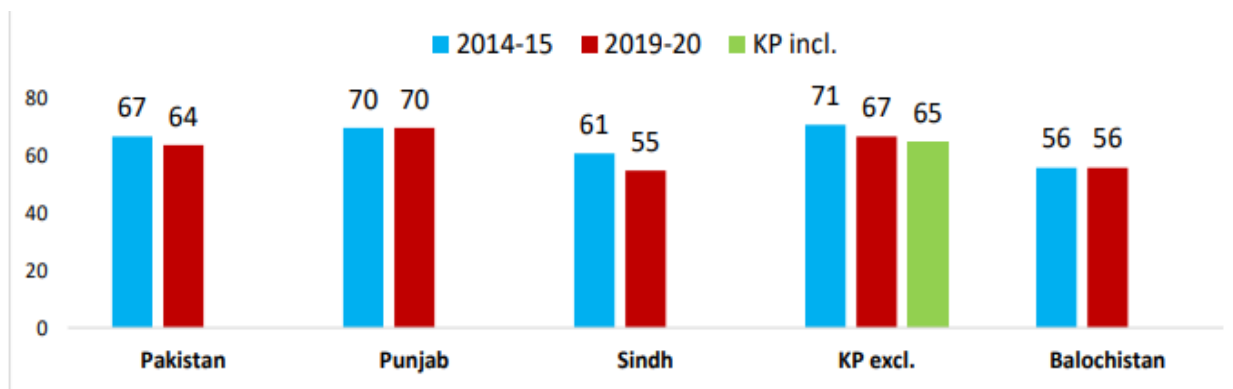


Figure 1: NER Primary Age (6-10) by Provinces

Table 1: Number of Institutions in KP of All Types in 2017-18

All level institutions	Male	Female	Co-Education	Total	Percentage
Government	60.64%	39.36%	0%	27514	71%
*Non- Government	6.65%	4.2%	89.14%	6743	17%
*Deeni Madaris	81.1%	18.9%	0	4680	12%
Total	53%	31%	15%	38937	100%

Source: Department of Elementary and Secondary Education Government of KP; Annual Statistical Report 2017-18

Table No. 1 shows the numbers of all categories of institutions in KP 2017-18, institutions are distributed on the basis of government, non-government and Deeni Madaris. Also, the table shows the number and percentage of institutions in KP. The total number of government institutions is 71% in KP, boy's government institutions are 60.64%, and girl's government institutions are 39.36%. There is no common government institute in KP. The total number of non-governmental institutions is 17%, of which 6.65% are for boys, 4.2% for girls and 89.14% for mixed institutions. At KP, the total number of Deeni Madaris is 12%, of which 81.1% are Deeni Madaris for boys and 18.9% Deeni Madaris for girls. There is not a single co-education Deeni Madrassa institute at KP.

Table 2: Number of gross enrolments in KP of All Types in 2017-18

Types of Schools	Boys	Girls	Total
Government Schools (GER)	51%	52%	51%
Pvt. Schools (GER)	47%	8%	28%
Deeni Madaris (GER)	4%	0%	2%
Government, Private, Deeni Madaris (GER)	102%	60%	82%

Gross Enrolment Ratios in Government, Non-Government and Deeni Madaris Institutions (Primary Level) (Based on Population Age Group 5-9) District Tank 2017-18

Source: Department of Elementary and Secondary Education Government of KPK; Annual Statistical Report 2017-18

Table 2 shows the gross enrollment rate in nongovernmental government and Deeni Madaris in the KP district reservoir of primary level based on the population age group from 2017 to 2018. The total number of enrollments number of students in government institutions is 35,662, of which 18,515 for boys and 17,147 for girls. The total number of student enrollments in private institutions is 19889, of which 17113 for boys and 2775 for girls. The Deeni Madaris have 1727,

of which 1580 are for boys and 148 are for girls. Table 2 explains the gross enrollment rate of students in the population of the KP district Tank reservoir from 5 to 9 years old.

Table 3: Number of gross enrolments ratio in District Tank of All Types in 2017-18

Government Schools Enrol. (6-10)	Boys	6412
	Girls	3160
	Total	9572
**Private Schools Enrol. (6-10)	Boys	5398
	Girls	443
	Total	5842
Government and Private Enrol. (6-10)	Boys	11810
	Girls	3603
	Total	15414
*Population (10-14) Years	Boys	27730
	Girls	23457
	Total	51187
Government Schools (GER)	Boys	23%
	Girls	13%
	Total	19%
Pvt. Schools (GER)	Boys	19%
	Girls	2%
	Total	11%
Government and Private, (GER)	Boys	43%
	Girls	15%
	Total	30%

Gross Enrolment Ratio (GER) in Government and Non-Government (Middle, High and H/Sec.) Schools (Based on Population Age Group 10-14) District Tank 2017-18

Source: Department of Elementary and Secondary Education Government of KPK; Annual Statistical Report 2017-18

The above table shows the ratio of gross enrollment in government, private institutes and religious Madaris in district Tank, KP (Middle, High and H / Sec.) Based on the population age group wise from 2017 to 2018. The total number of students enrolled in government schools from age 6 to 10 are 9572 in which boys are 6412 and girls are 3160. The total number of students enrolled in private schools from age 6 to 10 are 5842 in which boys are 5398 and girls are 443.

The total number of students enrolled in institutes from age 10 to 14 are 51187 in which boys are 27730 and girls are 23457. The total gross enrollment ratio (GER) of students in schools are 30% of total population both in private and government in which government schools are 19% and of private GER schools are 11%. The above facts and figures will raise the education demand very high in the next 20 years. The government is trying to address this issue with a better plan with an ambitious program to expand teachers and classrooms. In turn, it is important that the education plan also stress the need to move from teaching knowledge to teaching skills and be more flexible in cooperation with schools run by civil society and the private sector.

1.2. Objectives of study

- To explore the parent attitude towards conventional and Madrassa education
- To examine the parents' choices between conventional and Madrassa education for their children

1.3. Research Questions

1. How to examine the parent attitude towards conventional and Madrassa education?
2. How parents, make choices between conventional and Madrassa education for their children?s

1.4. Significance of the study

It is high time to analyze parental choices for kids' education as it would be having a long-lasting effect on their future lives. If left ill equipped, the young minds might have greater chances of dropping out of the schools and is highly risking being involved in extremist activities. Proper and good education is very important for all of us. It facilitates quality learning all through the life among people of any age group, cast, creed, religion and region. It is the process of achieving knowledge, values, skills, beliefs, and moral habits. Education is a powerful agent of change, and

improves health and livelihoods, contributes to social stability and drives long-term economic growth. Education is also essential to the success of every one of the 17 sustainable development goals.

These desperate young minds could provide a seedbed for outside and extremist forces, which would passively counter all positive actions that are part of national policy. There is a need for implementation of national education policy and vision 2030 education goals. An analysis of the education policy indicates that there are many impressive ideas at the policy level. It may not be possible for the government at present to implement the unified education system in the country, but a unified curriculum can be introduced in the educational institutes of the country. This will provide equal opportunities for rural students to compete with urban students in the labor market.

CHAPTER 2

LITERATURE REVIEW

Education is very important as it the key step to domestic development. Education generates sense of duty among the people. By getting education peoples not only be familiar with their responsibilities based on education individuals not only with their duties but however also be aware of how to achieve their national, social and individual rights. The main outcome or benefit of education is too able the people by improving their wide-ranging awareness about their local and international position as global citizens. This awareness generates an atmosphere of trust and support in the community. Education inspires economic development and thus people become well-off and play their individual roles in the overall domestic development (Zaki, 1989). Pakistan is a developing country with a weak economy and weak political structure and strength. Pakistan is facing with serious political disorder high rate of terrorism nonstop sectarian violence Also, the country is in the deep hold of increasing political disorder, increasing terrorism, and economic disintegration. All the mentioned problems are directly or indirectly related to a weak, discriminated education system. In present Pakistan is facing many problems like poverty, insecurity, terrorism and sectarian violence (UNICEF 2005).

Due to absence of operative administration of school's discipline is also not found in the schools which is the main reason of students' dropout from schools. These are the alarming situation in Pakistan as dropping out students' figure is reached to approximately to 40 lacs. Hayes (1989) stated that these situations are due to the school's strict environment, lack of management and lack of parents' intervention and interest (UNICEF 2011). Increasing Schooling dropout rate is due to Child labor Beside poverty. According to the literature 30% of the primary students are

reached to matric an estimated 30 percent of children enrolled in primary education reach to the matric. This is also the main reason of increasing the rate of literacy (Naseem, 1990)

Pakistan is mostly comprised of the rural areas having lack of basic facilities with respect to the urban parts. the rural areas are not so developed. The key factors of this reason that rural areas are not developed is the ignorance by the government to provide funds for infrastructure. Also, the low interest of private sectors to engage the rural people by investing in these undeveloped areas to be uplift. The rural areas only provide with a normal or less funds for development particularly on education system. This is the main block in the way of installing the advanced technologies in the sector of agriculture because this is one of the major sources of the rural parts for their betterment. if the rural sect will be developed, they will provide a huge amount of funds for the country developments.

Rehman & Khan (2011) the main reason for these problems is absence of patience, absence of general awareness and low education in the countries. The essential or important part of education in Pakistan has been ignored as a result there is low development in all fields of life. Education has been taken as a stepchild. The lowest budget in all sectors is allocated to education sector which is the main reason of poor and low quality of education. Later, the education system has failed to uplift the country individually, economically, and administratively. After 50 years of gap and 25 different policies implementation the education system in Pakistan, still the education system has been failed to drag out the Pakistan from low economic conditions and will not provide political stability.

The importance of education cannot be ignored in the society. A deep-rooted education system is a significant component of a civilized state and culture. education status can be seen in

developed countries as it the basic root for personal and social development. As another way to Western type of education, Madrassa education has played a key role to fulfill the education needs of religious sector. Despite the Madrassa establishing a native system of education in Pakistan, the Madrassa sector of the country has been at the focus of discussions on extremism and radicalization of society since Pakistan joined the US-led war on terror after 9/11. Deeni Madrassa is known as a medium for creating extremist which lead individuals towards militant. With time to time it has been stressed that there is need to reform in the Madrassa system to transform the religious basic principles with fundamental ones by which Madrassa students being added to good members of the society (PSLM 2012).

The responsibility of schools is to provide public the facilities of education in society. As the parents admit their children's in any school then the parents expected as the school is a very safe and good place where their children's will get some knowledge and skills and will be safe from bad activities. The previous expectations are common in parents which is free from communal and income factors of parents. But schools are different in many ways as they provide diverse facilities and services with respect to each other because they are acting as market in the society. they compete by adopting new ways and incentives to attract parents. This is only for elite class because poor cannot afford this.

Hanusek (1997) tried to scrutinize the accessibility of literature on educational production. Research outcomes have shown that there is no strong or constant connection between student performance and the availability of school resources, at least after considering dissimilarities in family contributions. These findings are reconsolidated with a meta-analysis approach to study just how school resources affect employee's results. These results were confirmed by Burtless (1996), who supported study on the school production function. Hanushek, (2008) criticized

Hanussek's method in choosing studies to review and interpret and provided contrasting evidence of a positive relationship between school resources and student achievement levels. Research on the effect of school resources was first published in the "Coleman Report" (Coleman et al., 1966), in which schools do not affect student achievement levels conducted a study on the effect of school resources (Levacic et al., 2005).

2.1. Education without direction

According to Ahmad (2014) a good education system is necessary for any nation in the world. Each nation changes its individuals on the base of smart thinking and provide well education on moral, political, and conceptual based. The education structure of Pakistan is facing managements problems which is very weak and is not capable to change the social and political base of the peoples. In Pakistan there is lack of coordination within the system. Here the focus is basically on common education which cannot make any expert for the market which is the main reason of increasing unemployment rate in the country. This condition can temporary a sense of lack among the common people (Govt of Pakistan).

Oslo summit on education and development in 2015 added Pakistan in the worst performance category on education system and structure. The newly Pakistani government, which was nominated in 2018, according to their declaration statement that approximately 22.5 million of children are not going to attend the schools. In which girls are in large numbers. About 32% of the girls in Pakistan cannot attend the primary level schools. The secondary level school's girls which are not going to schools are 59% and the boys' ratio is 49% respectively. The ratio of grade 9th girls' students is 13% only in Pakistan. The numbers boys and girls which are not going to schools is very high in Pakistan. Comparatively the girls are the most affected in this regard. Pakistani children are in large number which are out of schools and here in Pakistan there is a high

rate of genders inequalities. Few areas like Baluchistan are the most affected area. According to 2015 figures 81% females of Baluchistan did not complete their primary education which is very high rate. The males' ratio is also high with 52%. In Baluchistan 75% of women and 40% of men did not attend any type of school. As per these facts and figures KP education rate is high but there is also a highly gender inequalities. The Punjab and Sindh education rates are also high as compared to Baluchistan. In Punjab and Sindh, the gender educational inequalities are less than KP and Baluchistan with 14% and 21% respectively. In the country girls are the most affected in this regard.

Due to this, there are social and administrative disorder in the country. Moreover, there is also an absence of educational chances for ability and skill. that's why in these conditions the improvement of students' thinking, thought and inspiration cannot be fulfilled.

Other government efforts in building educational services have been attained through the homework and amendment of directions and regulations. This groundwork took place in accordance with the changes that have taken place in the administrative structure of the government since the implementation of the decentralization policy, which is governed by Law on regional government. Though, an effort to build such an education encountered numerous difficulties. Hence, the ability to guarantee all civilian their rights, full contribution in needed education, still cannot be achieved. Over-all, Indonesia has faced numerous problems in national education, among others (Kharisma, 2013).

Deficiency of same opportunities in education mainly in terms of regions, gender, and income level of population. Low quality of education, irrelevant curriculum according to need, lower quality and less quantity of staff and deficiency of basic facilities and infrastructure. Unproductive school administration in public and private institutes. Private and public institutions

grapple with ineffective school management. In addition, educational fairness is another problem, that is deeply linked with a very serious problem linked with justice to education access. Getting a better education is the basic right of individuals which is assured in the constitution of any state. Therefore, it is the responsibility of a state to provide basic education to their citizens.

2.2. Returned to Education

It is important for a developing country like Pakistan that every effort be made to initiate programs at all levels for the development of human capital. In this context, the study aims are to discern the role of relevant factors, in particular the relationship between income and education that matters in human capital development in Pakistan. In the human capital model, an individual's earnings are the result of his own production function, the value of which, *ceteris paribus*, is determined by the level of education and experience. The returns to education can be measured in many ways monetary, non-monetary, private, and social. The objective of his study is to calculate the monetary returns towards education in Pakistan. Observed assessments of returns towards education are significant for several reasons. First at all, returns to education guide typical individuals in the family to send the kid to school or work. 2ndly, the returns to education typical also lead individuals in their choice of occupation and industry. Third, government and institutional decisions are based on estimates of returns to education. Fourth, they determine individual earnings. Therefore, it is necessary to calculate the discounted returns to education in Pakistan (Qureshi, 2012).

Most of the studies, which calculated returns to education in Pakistan, used either a dummy variable for different levels of education instead of years of schooling, or based on very small data sets. The latest study by Nasir (2002) calculated returns to education based on Mincer earnings functions using PIHS 1995-96 data. This study differs from previous ones in scope and datasets

and uses the years of schooling spline in earnings functions to examine the additional earnings associated with additional years of schooling at different levels. In addition, the need for study also arises because considerable changes have been made in recent years in the economy as a whole and in the education sector after the completion of the action program. Social policy and the start of poverty reduction strategy papers.

2.3. Making Choices by parents

Pakistani economy is now faster changing from financial to educational economy. parents are now spending more funds on education quality of their children's. The better-quality education demand is very high in Pakistan among all the groups of individuals and can pay heavy charges if needed to educate their children in a better-quality school. As per to the Punjab School Learning and Achievement Survey (LEAPS 2007), households have become important investors in their children education. Direct household expenditure on children education is quite higher than ever. Almost all the education expenses of children are now affording by parents. Although public schools are almost a free option of education, the parents low-income spend highly on the education of their children, to educate their children in private schools and by spending extra educational funds in- beyond tuition fees (LEAPS 2007).

According to Al-Mutawa and Al Watfa study (2007) as they take the survey of 674 parents of students at Kuwait. Their results of survey show that the parental decision of schools is made on the high number of students in the classes of government schools. According to Bukari and Randall's study (2009) stated that the parents of students at USA were also prefer private school as compared to public schools because the public schools class size was too large that's why their results shows that number of class size or school is main factor for making decision. The size of the class and the teaching staff quality are the most significant and recognized factors. As per

parent's minds that a smaller number of students in the class will increase the efficiency and quality of teaching methods. In short, the size of the class is a debated issue because there is not found any clear arguments regards this that the class size is affecting the student's educational quality. But parents take this factor as an important one because they think that large class size will affect the quality of teaching and academic.

Parents that cannot meet the expense of children education choose or select Madrassa for children. Even this parental decision is negotiated as these children can be the breadwinner of the entire family. comparatively, this type of thoughts showings progressive thinking in marginalized groups who want to be able their children to read and write if they lost the miserable earned income. by these children and encouraged their children to attend Madrassa.

2.4. Madrassa Education

(Das et al., 2006) focused only on some problems associated with the Madrassa. Here are some works that explain the education system in Madrassa, but these studies do not impart common challenges and issues they face. Various reforms are being implemented nationally and internationally to address those problems, but the problem is not solved yet. A study grounded on essentialist expectations, outdated apprehensions and illusions have more covered the theme. In Pakistan, Madrassas are an important source of knowledge where two million students are getting education. It's the responsibility of state as well as of the community to discern the Madrassa structure and put effort to increase the efficiency of Madrassa according to modern need. Therefore, the purpose of this study is to be identifying the space for introducing modern and scientific education in Madrassa.

In Pakistan there were 245 Madrassas in 1947. In the year 2000, there were 676,114 Madrassas and the latest figure is 1,215,316 with 1.5 million enrolled students, with half millions

of women. These peoples belong to the main Islamic sect, the Sunnis and the Shiites. The Sunni sect is then sub divided in three sects: Deobandis, Barelvis and Ahl-i-Hadith (salafi) although the latter group claims a distinct identity. In addition to these, the Jamat-e Islami, which avoids the sectarian label, also has its own Madrassas. Five independent councils oversee Madrassa education, each dealing with respective sects. The councils regulate study programs, organize examinations and award certificates and diplomas. Madrassas in Pakistan have unfortunately become a symbol of bigotry, extremism and terrorism. There is an urgent need to reform these powerful institutions, given the fragility of the security environment. External as well as internal constraints also demand reforms in the Madrassa system. This study proposes policy measures for Madrassah reforms with an underlying fact that confrontation will not solve any problem, but rather may make the problem worse. The only way to deal with the problem is positive dialogue and engagement, not denial and rejection. The process will be slow but will produce results according to the degree of seriousness shown by political decision-makers and those responsible for implementing government policy (Dogar 2010).

2.5. Lack of uniformity

Iqbal (1981) study indorse that the Pakistani education system is not based on the equal principles. At the same time many education systems operate in the country. The programs are also different as a result different school of thoughts take birth. For instance, there is huge difference between the attitudes of public education students, Deeni Madaris students and private elite school students. This type of trend faster the division of society.

According to the UNESCO (2010) report that the conflicts may have a deep effect on the failure of the children education. Educational institutes are highly affected by the conflicts through many ways. Dynamic conflicts possibly will have undeviating properties as like damaging the institutes

infrastructure or roads which are the basic needs for schools to be reached, of school buildings or roads needed to reach schools, to harass and pressurized the school's staff, treated the students harshly and make a terrible environment where parents are afraid to allow children to go to schools. The adverse tools as like rearrangements of funds inside the families as like the school Childs are in search of work for fulfill the family needs. As a result, the school's students are leaving schools which is directly affected the human capital, which has directly affected the health system and the market labor deficiency as well.

The study of Zaki (1989) stated that Pakistani education system has divided the nation and has a deep effect on the culture of the country as well. The increasing rate of terrorism and sectarianism is the main cause of polarized education system. Due to this divided education system, there is a huge gap is created between the peoples on social, administrative, and economic grounds which cuts the moral and communal foundation of population. This kind of situation is badly affecting the social, political and cultural coordination within the nation.

2.6. School choice

The present evidence on school choice tells us that parents has facing multiple difficulties on parent choice and decision. In common concept of school choice, the schools are like market where parents are mainly being the school service consumers. In any nationally structured school method, the aims are to meet a collective demand for education for all where, at the time of childbirth, children receive a standard education regardless of their basic characteristics. National regulated schools are that type where admissions are as per national policies like parent's preference and choice (Fitz, 2003) school distance from home (Burgess et al., 2009) blind lottery allocation (Renzulli & Evans, 2005) school shift policy (Bartholo, 2013), free school management

policy (Morris 2015; Norwich 2015). In many countries policies has been made for encourage and facilitating tuition vouchers to use effective schools (Patrinos 2002; Morgan 2010).

Many countries have implemented these policies for making the admission process fairer and more effective for children, but these initiatives are failed to expel the social, cultural or economic problems in the national schools. Few have had an adverse effect on school mix besides the mixture of children in schools (Bartholo 2013; Bunar 2010), (West and Allen 2008). The point here is that even a nationally governed school system cannot lead to a perfect mix of students in schools. National policies can have some impact on the composition of schools, and largely public schools reflect the population of the neighborhood where they exist and provide services (Camina & Iannone 2014). School choice is relevant to academic achievement and children academic performance levels (Hastings & Weinstein 2008). Mainly parents see the school performance and distance of the school from home shows the parents' choice (Clery et al., 2013).

Though, here is distinction in social class between parents who use their right to select school (Hastings et al., 2014). That parents who have low income and social status have less chance to make choice and have less chance to select academic performance as basic principle to select school (Leroux, 2015). parents having higher social, economic and qualification status not only take keen interest in the school selection but also add education quality in their school choice (Burgess et al., 2009). socioeconomic condition of parents and energetic participation in kids' education has a very good effect on educational outcome of children (Rokicka 2016; Gorard 2015).

School choice is an important aspect of parents' involvement in the education of their children. Larger scale data from population group and comprehensive studies shows that there is a strong effect of parent's education on the educational performance of their children's (Heath

2002; Chevalier 2004; Dustmann 2004; Dostie & Jayaraman 2006; Mukherjee & Das 2008; Goldberger & Cain 1982; Davis-Kean 2005). A survey done in the Pakistan largest province Punjab given the information about the children performance in private and public schools (Andrabi et al.,2011). The results of the reports show that private school students' performance is better than public school students. Though students at private schools are from richer families having educated parents with jobs and having a smaller number of brothers and sister while public school students deprived because their parents are mostly poor and not well educated.

Parents serve as a major influence in their children's career development and career decision-making. Parents want their children to find happiness and success in life and one factor which influences happiness and success is career choice which is only possible by better quality of education. All parents want to see their children well settled in their life. Thus, they have the right to choose a better career for their kids. The children are dependent on parents in all aspects. As the parents have experienced and know about their children's that what is good and better for their future regard everything and school choice is amongst top. Parents take decision because the children's do not have idea and knowledge about section of school choice at the early stage of education.

2.7. Lack of Budget and Corruption

Beside many other factors Corruption is the main opponent who destroyed the educational structure of Pakistan deeply Rehman. In Pakistan the monitoring system is very weak. due to this weak system many criminals are misusing the funds without any fear, use of administrative power illegally as like transfers of staff and other related issues. Pakistan is the counted in the category of the most corrupt countries in the world as stated by Transparency International Rehman & Khan (2011). As the salaries of the teachers are low and to maintain their lifestyle better, they prefer to

make money by unfair means as like getting money from students in the exams to provide them favor in cheating or also provide certificate and degrees by adopt unfair means.

Fund or resources are the main opponent for the healthier and successively running of the education system. These resources include syllabus books, better institutes libraries and health facilities like grounds gyms etc. the above-mentioned facilities are in lack in all the institutes of the country. Moreover, congested classrooms, insufficient teachers and poor old labs are also being insufficient. Due to these bad situations and lack of the above-mentioned thing the standard of education in Pakistan is low (Sayan and Hussain, 2012).

Funding is known as the main element of any structure or system. The Pakistani education system is destroyed due to lack of fund. Since the beginning all the changing governments of Pakistan allocate budget to education system to less than 2.5% which is not sufficient for the todays growing number of populations. The developing countries like Sri Lanka and Bangladesh increased their educational budget relatively Pakistan is reducing the educational budget declining (Sayan 2012). As stated by the International Crisis group, that Pakistan relies in the top 12 worldwide countries which provide less than 2% budget to their educational sector (Rehman & Khan 2011). Beside this low funds Pakistan is in very difficult to meet the MDG goals.

2.8. Lack of professional development and quality of teachers

For the better achievements and enhancement of education quality training is the main thing. Teaching is very tough and stimulating profession. In Pakistan there is deficiency of training prospects for the teachers. As in Pakistan there are large number of training institutes. The Pakistani training institutes have lack of funds due to which they are cannot maintained the quality. Another reason for low quality of training in these institutes are due to lack of qualified and trained staff. Due to the above circumstances the quality standard is very low with no proper way. Many

institutes are not functioned due to fund deficiency. The current institutes courses are very old fashioned provided to the training teachers. These courses cannot improve the teacher's quality, expertise and knowledge (Zaki 1989).

Teaching staff is known as mainstay of the education system. In Pakistan there is low quality of teaching staff. As stated in the report of UNESCO the coaching or teaching quality is awful in Pakistan (Iqbal 1981). These circumstances are found in the distant areas of Sindh, Baluchistan, and Punjab. In these areas there are no teachers available in the schools. According to Research evidence is that the teachers did not practice the modern tools and plans in teaching process (Rehman & Khan 2011). Many teachers are unaware of the teaching development which is the main reason that they are facing numerous problems in the way of schooling and education. Educator's boost forcing of the tools by students. The students are unaware of using libraries the schools or colleges. Teaching staff are accountable for these situations at all. this is the main responsibility of the teaching staff of any institute to tell the students about the benefits of books and digest reading. Teachers only focus on oration which cannot able a student to be an active member in education process. This way is harmful because students only remember the topics not for learning process but only to pass the exam. Therefore, students are assessed on the source of memorization of evidence and info relatively than performance (Shahid 2009).

2.9. Education exams system of Pakistan

Exams are the evaluation of students and their learning aspects. For better evaluation of the students' performance there should be both qualitative methods and quantitative methods must be adopted. The valid and standard techniques should be adopted in the valuation process. The basic aim of assessment is to evaluate the performance of students. Pakistani exam structure is too old and weak which cannot do better evaluation of the students. Pakistan exam system only

evaluate the remembrance of students. This exam system cannot cover all the aspects of students learning (Rehman & Khan 2011). Additionally, the exam system of Pakistan is also approachable by inner and outsiders which give space for illegal options as like unfair sources. The outcomes of these problems may result in poor knowledge and skills and will damaged the whole system as this system cannot cover all the real targets (Qureshi 1975).

The main purpose of the supervision is that to highlights the flaws or errors of staff which shows a strict action against staff transfers to distant regions or to be expel from service area. Supervision means the check and balance of teacher methods of teaching and their learning. Teaching and learning can be made effective with the help operative supervision methods. The supervision of school is purposeless. Supervision actions in the schools are deficient and this process did not give any good results for teaching staff and students.

2.10. Summary of the literature

Education is base for any change i.e., social, economically, and morally. Due to lack of coordination in education sector in Pakistan there is lack of employments and other opportunities. The untrained and qualified administration is the main reason behind (Ahmad 2014).

For the returning toward education government of should take many initiatives for the human capital developments. For this the purpose factors like earnings and schooling relationship that matter in the development of human. The returns to education can be measured in different ways: monetary and non-monetary, private, or social. The objective Qureshi (2012) study is to calculate the monetary returns to education in Pakistan. Empirical estimates of returns to education are important for several reasons. First, returns to education guide individuals to send the child to school, Second, guide individuals in their choice of occupation, third, to determine individual

earnings. Most of the studies, which calculated returns to education in Pakistan, used a dummy variable for different levels of education (Qureshi 2012).

The Pakistani economy is now rapidly converting into a knowledge economy and parents are now spent more on children's education. Parents are ready to pay a high cost for the better quality of education. At all levels, parents spend funds to provide quality education for their children (LEAPS 2007). Although public school is free but low-income parents also spend more on their children to admit them at private school (LEAPS 2007).

Das et al (2006) focused only on some problems associated with the Madrassa. Here are Different scholars have focused on some issues regarding Madrassa, but these findings do not touch the main issues and challenges faced by Madrassa education. Different reforms are made at many levels, but the issues are not resolved yet. Madrassa education is also big source of education in Pakistan. According Das et al (2006) that their study will discover the space for introducing modern based education in the Madrassa.

2.11. Research Gap

This study explores the choice between madrassa and conventional education, investigating the preferences and drivers. The study builds Anjum (2017) focuses on the needs of modification of curriculum and education system of the Madaris in Lahore. As the changing situations of peace across the globe along with the advent of 9/11, so madrassa educational system has gained much attention because of purported relationship between the madrassah students and terrorism. There is lack of infrastructure and basic needs like school's hospitals roads and drinking water. Beside the previous problems district Tank is also directly affected by terrorism. There at district Tank religious and conventional

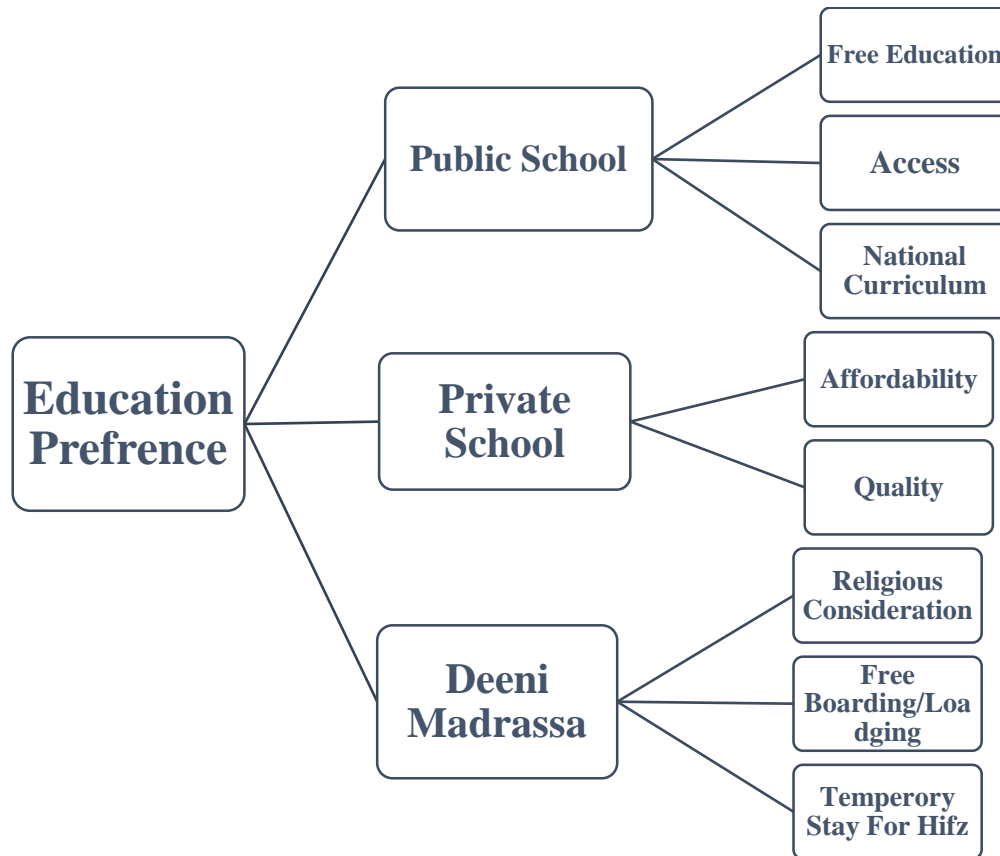
education institutes both provide education at a time. This dual system of education explaining how parents' choices about schooling are made (Preferences, Religiosity, affordability, school availability in the area, social influences, demonstration effect etc.). This study explored for other possible influences as well as the final consequences after school choices are made.

CHAPTER 3

DATA AND METHODOLOGY

3.1. Research Design

The Research design present the graphical representation, explaining how parents' choices about schooling are made (Preferences, religiosity, affordability, school availability in the area, social influences, demonstration effect etc.). This study explored other possible influences as well as the final consequences after school choices are made.



3.2. Data Source

Data was collected through structured questionnaires from a sample of the respondents from the Madrassa/schools administration staff and the parents of students, studying at

Madrassa/schools. Moreover, that district Tank residents were selected for this study. Malakand, Mardan and Haripur are the only districts in the top 25 while Tank and Kohistan are in the bottom 25. Last year KP did not have a single district in the bottom 25 ranks (SDPI 2016). The given respondents were the targeted units of the inquiry. This study adopted purposive sampling technique to select the given respondent section. Randomly sample of 203 students' parent and 10 school/Madrassa management staff selected through convenient random sampling technique in Tank district. Convenient random sampling was used based on the institutions agreement to allow interviews. For this purpose, two different types of questionnaires were developed, one for students' parent and 2nd for the school/Madrassa management staff.

3.3. Data collection/Questionnaire

The study survey has two parts i.e. closed-ended and open-ended questions, where the close ended responses were used in descriptive analysis and regression analysis. The open-ended survey was used in qualitative analysis, the researcher made keywords coding and summaries, and this was used in discussion, conclusion, and the policy recommendations. The target area for this data collection is district Tank KP.

3.4. Data and description

This study investigates factor affecting the choice between Madrassa and conventional education and tries to determine the parents' preferences and drivers for given choices. This data is collected by structure questionnaire. The survey covered 203 participants whom children were enrolled at Madrassa and Conventional schools from the district Tank. The survey also covers 10 schools and Madrassa managements staff i.e., 5 schools and 5 Madrassas. For this purpose, two types of questionnaires were developed to take the information from the respondents This data set give comprehensive information on the current study.

3.5. Econometric Model

These models are statistical models which are used in econometrics. The econometric model explains the association between data, which is supposed to occur between different economic quantities associated with a certain economic trend. Following equations are used to quantify the relationship between different variables of interest.

$$Y = \alpha_0 + \beta_1G + \beta_2A + \beta_3ES + \beta_4I + \beta_5O + \beta_6E + \beta_7EC + \beta_7SP + e \text{ (i)}$$

Where,

- Y** = School choice (public school against choosing either private school or Madrassa)
- β_1G** = Gender of the HH head
- β_2A** = Age
- β_3ES** = Education status
- β_4I** = Average monthly income
- β_5O** = Ethnicity
- β_6E** = Occupation
- β_7EC** = Enrolled children
- β_7SP** = Reasons of school preference
- e** = error term

3.6. Estimation Technique

As the dependent variable is dichotomous in nature, this study will use binomial logit regression model. The public-school choice is considered the base category whereas the choices for Deeni Madrassa and private schools serve as alternate choices in separate regressions.

3.6. Variables

This study used various variables to examine the Choice between Madrassa and Conventional Education; Investigating the Preferences and Drivers, this study used various variables. The variables include dependent variable School Choice and independent variables Education Status, Monthly Average Income, Ethnicity, Occupation, Enrolled children and Taking decision.

3.6.1. Definition of variables

A variable is a sign that carries an expression or quantity that is not constant or has a changing nature. It is frequently used to be the argument of a function or an arbitrary element of a set. In addition to numbers, variables are generally used to symbolize vectors, matrices, and functions.

3.6.2. Dependent Variable-School Choice

School choice is a term for public, private and religious education selections, describing a wide range of programs offering students and their families' voluntary alternatives to publicly provided schools, to which students are generally allocated by the locality of their family residence. This study uses two different regressions to understand factors that affect the schooling choice. The first regression equation defines the dependent variable as choice between public school vs private school. While the second equation estimates use the dependent variable as choice between public school vs Deeni Madrassa.

Independent Variables

3.6.3. Gender of the HH Head

The gender of the HH head reflects the sensitivity factor to decide about kids' future. This variable will capture whether the gender of the HH head represent any impact of given school choices or not.

3.6.4. Age of the HH head

The age of the HH head plays an important role in determining the school choice. The more the age, the greater would be the maturity of the parents.

3.6.5. Education Status

The Pakistani education system is mainly divided in six different levels. Preschool from the age of 3 to 5 years, primary (from grades one to five), middle (class six to class eight), high (class 9th to 10th, leading to the Secondary School Certificate or SSC), intermediate (first year and 2nd year or FSc, leading to a Higher Secondary School Certificate or HSSC), and university programs leading to undergraduate and graduate degrees. Same are used to proxy parent's education level in the regression models.

3.6.6. Monthly Average Income

The average income is calculated by individual income of parents. Monthly income of parents is categorized into different groups.

3.6.7. Ethnicity

An ethnic group is a group of people who recognize each other based on common qualities which differentiate them from other groups, such as a common set of customs, heritage, language, history, culture, land, faith or common treatment within located their area. We had two categories i.e., Pashtuns and Saraiki.

3.6.8. Occupation

The occupation is a job or profession and somewhat that person expend time doing some work, for desire or because for its needs to be done. The study classifies it in three types of groups i.e., public, private, and business.

3.6.9. Number of Enrolled children

One of parents' aims is to prepare their children for the need of the modern time and the rising world. To adapt to the fast changing and developing world, decision-making is a crucial life

skill; for it has been seen that parents have been facing many difficulties in making decisions for their kids' education and future. It is expected that as the number of children increases, parents might feel it difficult to spend more on a child's education.

3.6.10. Reasons for given school choice

One of parents' aims is to equip children with the necessities of the changing and developing world. To be able to adapt to the fast changing and developing world, decision-making is very crucial. This variable carries different reasons of making the school choice including religious factors, affordability, quality of education and free shelter.

CHAPTER 4

EMPIRICAL RESULTS AND DISCUSSION

4.1. Descriptive statistic

This section deals with the descriptive statistic of data. The Descriptive statistics of the variable taken into consideration are presented below.

4.1.1. Demographic Information

Table 4: Respondents Gender

Gender	Frequency	Percent
Male	172	85%
Female	31	15%
Total	203	100%

The table is showing the genders status of the current study participants. A total number of 203 respondents took part in this survey. In which the male's participation was more dominant 85% with respect to females with 15%.

Table 5: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	202	3.00	66.00	40.4604	8.79286

The table showing the age group statistics of the participants. Total 202 participants take part in this survey. The age of the participants is 25 to 66. Means the minimum age of the participants take part in this survey is 25 years and the maximum age of the participants is 60 years.

Table 6: Marital status

Marital status	Frequency	Percent
Married	198	97.5%
Widower	5	2.5%
Total	203	100%

The table is showing the marital status of the respondents. A total number of 203 participants took part in this survey. The response received from them was 97% married and on other hand the widowers are very less in numbers with 3%.

Table 7: Education Status

Education Status	Frequency	Percent
Illiterate	25	12%
Primary	23	11%
Matric	51	25%
Graduate	97	48%
. MPhil. and above	7	4%
Total	203	100%

The table is showing the education status of the respondents. A total number of 203 participants took place in this survey. The number of graduates and matric participant's responses were very high in the survey participation against illiterate and MPhil. The main theme of this was to know about the education status of the participants that what is their education status and what they think about school choice and preference.

Table 8: Groups of Monthly Average Income

Monthly Average Income	Frequency	Percent
Below 20,000	6	3%
20,001- 40,000	55	27%
40,001- 60,000	39	19%
60,001-80,000	42	21%
Above 80,001	60	30%
Total	202	100%

The table is showing the Groups of Monthly Average Income of the participants. A total number of 202 participants took place in this survey. In which the participants having monthly average income of above 80,001 were dominant with 30% and the less participation of 3% with average monthly income below 20,000.

Table 9: Occupation

Occupation	Frequency	Percent
Public Servant	57	28%
Private Servant	82	41%
Businessman	8	4%
Unemployed	55	27%
Total	202	100%

The table is showing the descriptive statistics of group wise Occupation. A total number of 202 participants took place in this survey in which the most dominant participated group is private servants with 41%. The public servants were 28%, businessman 4% and the unemployed were 27% respectively.

Table 10: Ethnicity

Ethnicity	Frequency	Percent
Pashtuns	131	65%
Saraiki	71	35%
Total	202	100%

The table is showing the descriptive statistics of the study in percentages and frequencies of ethnicity. A total number of 202 participants took place in this survey. In which the Pashtuns participants are more dominants in participation with 65% against the Saraiki participants in the survey which is 35%.

4.2. Parent's decisions regarding school choice

Table 11: Numbers of enrolled children

Children Enrolled	Frequency	Percent
One Child	59	29%
Two Childs	96	47%
Three Childs	43	21%
Four Childs	5	3%
Total Childs	203	

The table is showing the enrolled children number of the participants take part in this study. A total number of 203 participants took place in this survey. The participants having two children enrolled in schools/Madrassa are more dominant in the survey participation with the figure 47%. Participants having one child enrolled are 29%, three children enrolled participants were 21 and four children enrolled participants were 3%.

Table 12: Preferred School for your kids

	Frequency	Percent
Public School	56	28%
Private School	68	34%
Deeni Madrassa	78	38%
Total	202	

The table is showing the descriptive statistics of preferred school by parents for their children. A total number of 202 participants took place in this survey. In which the 62% participants are that which prefer schools for their children with the ratio of 34% participants preferred private schools and 28% participants preferred governments schools. Against this 38% of the respondents preferred Deeni Madrassa.

Table 13: Overall rating of schools available in the area

	Frequency	Percent
Lot of quality choices	69	34%
Few quality choices	76	38%
Only one choice	5	2.5%
Many schools but no quality choice	46	23%
Only one but there also not good quality	6	3%
Total	202	

The table is showing the descriptive statistics of school's choice availability. A total number of 202 participants took place in this survey. The participants having different view regards school's choice availability. 38% participants having view that there are few quality choices.

Against this 34 % participants responds that there are lot of quality choices.23% participants respond to this that numbers are more but there is no quality, and 3% participants responds that there is only one choice with low quality.

Table 14: Reason for choosing the selected school

	Frequency	Percent
Income	28	14%
Religious reasons	36	18%
Free education	6	3%
Free shelter and food	2	1%
Family background	3	1.5%
Other relatives in this institute	2	1%
Near to home	7	3%
better than others	107	54%
Best suit for your kid	10	5%
Total	201	

The table is showing the reasons of selected school by the participants in this this study. A total number of 201 participants took part in this survey. 54% participants share their response that they preferred the selected school for education quality, 18% participants preferred the selected school for religious reason, 15% participants preferred the selected school for free and other reason and 14% participants preferred the selected school on affordability.

Table 15: Selected school best suit parent's preference

	Frequency	Percent
Yes	145	74%
No	52	26%
Total	197	

The table is showing the descriptive statistics of the study regards selected school preference. A total number of 202 participants took place in this survey. In which most significantly 74% participants respond that the selected school suit them and against them 26% participants respond to this that the selected school did not suit them.

Table 16: Parent's first choice of school

	Frequency	Percent
Yes	92	48%
No	103	52%
Total	197	

The table is showing the descriptive statistics of the study regards first school choice. A total number of 197 participants took place in this survey. 52% participants respond to this question that this is not their first choice of school selection and against this response 48% participants respond that this is their first choice of school selection.

Table 17: Taken Decision by whom for school choice

	Frequency	Percent
Father	118	59%
Mother	21	10.5%
Child	13	6.5%
Family	48	24%
Total	200	

The table is showing the descriptive statistics of the study regards education taking decision. A total number of 200 participants took place in this survey. The response received from the participants in the survey is that 59% decision takers are father, 10.5 % mother, 6.5% child and 24% family respectively.

Table 18: Visited schools before enrolling your child started at this school

	Frequency	Percent
1 to 3	126	63%
3 to 5	3	1.5%
Non	69	35%
Total	198	

The table is showing the descriptive statistics of the current study regards number of schools visits before selection of current institute. A total number of 198 participants took place in this survey. 63% participants of the survey were mostly visiting 1 to 3 schools before selecting the current one ,2% participants visit 3 to 5 schools and 35% did not visit any school as this was their first choice.

Table 19: Type of school did your child previously attend

	Frequency	Percent
Public	49	25%
Private	75	38%
Deeni Madrassa	3	2%
Mention if other or this is first one	70	36%
Total	197	

The table is showing the descriptive statistics of the study against school type of child previously attend. A total number of 197 participants took part in this survey. 25% of participants were those whose children had previously been in the public schools, 38 were those with children were in private schools, 2 % were those whose children were at Madrassa and 36% participants' children were in same school.

Table 20: Madrassa will adopt all the modern education beside religious education

	Frequency	Percent
Yes	173	86%
No	29	14%
Total	202	

The table is showing the descriptive statistics. A total number of 202 participants took part in this survey. In which most dominant 86% response received that yes Madrassa should adopt modern education beside religious. Against this 14% participants are not in favor on modern education at Madrassa.

Table 21: Madrassa students are from lower- and middle-income family background

	Frequency	Percent
Agree	132	66%
Disagree	56	28%
Neutral	12	6%
Total	200	

The table is showing the descriptive statistics of the study in percentages and frequencies against Madrassa students family income background. A total number of 200 participants took part in this survey. In the current survey the most dominant response received as 66% participants agree that Madrassa students are from lower income family, 28 participants disagree with previous participants' statement and 6% are neutral in this regard.

Table 22: People enroll child in religious institutes due to free education food and shelter

	Frequency	Percent
Yes	134	67%
No	66	33%
Total	200	

The table is showing the statistics of Madrassa selection due to free education. A total number of 200 participants take part in this survey. 67% participants select the yes option as Madrassa is selected for free education provision and against this group 33% participant were not agree on that Madrassa selection is based on free education by the peoples.

Table 23: One education system in the country

	Frequency	Percent
Yes	155	76%
No	48	24%
Total	203	

The is table showing the descriptive statistics of the study. The response was taken against the single syllabus in country or not. A total 203 respondents take place in this survey. Most dominantly 76% participants are in favour of single syllabus in the country while against this response 24% were against the single syllabus in the country.

Table 24: The syllabi being taught in public and private schools

	Frequency	Percent
Low	6	3%
Moderate	162	80%
High	35	17%
Total	203	

The is table showing the descriptive statistics against school's syllabus in the country. a total number of 203 respondents take part in this. In which 80% participants thinks that syllabus is moderate, 17% participants select high option and the rest 3% select that the syllabus is of low quality.

Table 25: Agree with this statement that Madrassa students have less market opportunities than school’s students?

	Frequency	Percent
Yes	137	74%
No	48	26%
Total	185	

The table is showing percentages against the statement of madrasa and school students jobs opportunities. 185 participants take part in this. Most dominant response by the participants is that yes Madrassa students have less jobs opportunities than school students which is 74% while 26% participant’s response is that opportunities are same both for school and Madrassa students.

4.3. Binomial Logistic Regression

To estimate equation 1 and to capture the effects of different independent variables on the Public Base Vs Private, the binomial logistic regression technique was applied. Gender, Age, Education Status, average monthly income, Ethnicity, Occupation, Enrolled children, preferred selection of school. Taking decision was defined in two categories i.e., zero and one, according to the response given by the student parents during the survey.

Table 26: Marginal Effects of Binomial Logistic Regression

Independent variables	Definition	dy/dx P> z
Gender of HH head	Male	-.07082 (0.361)
Age of HH head	Continuous variable	-.01448*** (0.005)
Education of HH head (Base illiterate)	Primary	-.12815** (0.059)
	Matric	-.04566 (0.751)

	Graduate	.15243 (0.465)
	MPhil And above	.25134 (0.568)
Monthly Average Income of HH head (Base below 40,000)	40,000-60,000	.811121*** (0.000)
	60,001-80,000	.85389*** (0.000)
	Above 80,001	.82430*** (0.000)
Occupation of HH head (Base unemployed)	Public Servant	-.22896*** (0.013)
	Private Servant	-.28132** (0.022)
	Businessman	-.081527 (0.215)
Ethnicity of HH head (Base Saraiki)	Pashtuns and Saraiki	.073144 (0.108)
Enrolled Children (Base one child)	Two Child	.15032** (0.037)
	Three Child	.10247 (0.305)
	Four Child	.52485 (0.138)
Preference for school choice	Affordability	-.01495 (0.866)
	Religious Reasons	.03454 (0.741)
	Education Quality	.01682 (0.844)
	Other Free Education Shelter	.03385 (0.807)
Log likelihood		-77.5563
Number of observations		202
LR chi2(20)		102.95
Prob> chi2		0.0000
Pseudo R2		0.3989

In parentheses probabilities of critical values are reported.

*** = significance at 1 percent level.

** = significance at 5 percent level.

* = significance at 10 percent level.

Table 1 regression results show that variables including age, primary education, Monthly Average Income (40 thousand one to 60 thousand, 60 thousand one to 80 thousand and Above 80 thousand one), Occupation (Public Servant and Private Servant) and Enrolled Children's (Two children) sample were statistically significant in the first regression with dependent variable School Choice (public base vs private).

The coefficients represent the marginal effects (dy/dx) which means percentage change in the dependent variable because of one-unit change in the independent variable. The coefficients represent the dy/dx value which means percentage change in the dependent variable because of one-unit increase in the independent variable.

Age is highly significant and is negatively associated with choosing private school compared to public school. It implies that as age of parent increases by he/she will be less likely to admit his/her child in private school. by increasing age -.01% less chance for private school selection.

The education is focus variable for choosing the public versus private school The primary education status is significant and negatively associated with the dependent variable. it infers that primary education parents will likely prefer private schools by -.12%. However, graduate, and higher education have positive coefficient value. Our estimated results, show that no relationship exists between the graduate and higher education with choice between public versus private school.

Occupation is another variable for choice of schoolchildren. The subdivision of occupation in three categories which are public, private, and businessman. Public servants and private servants are highly significantly associated with choosing private schools compared to public schools with

illiterate base category. The results imply that public and private servants, will be more likely to admit their children in private school rather public schools with-.22% and -.28%.

Monthly average income is highly significant and is negatively associated with choosing private school compared to public school. It implies that as income of parents increases, they will be more likely to admit their children in private school. Range from 40,000-60,000 income parents has .81% chance to select private school, 60,000-80,000 income parents have.85 % chance and above 80,000 parents have .82% chance to prefer private school rather than public.

In the regression model, last significantly affect variable is the enrolled children on choice between public versus private. The enrolled children variable is sub divide in three categories. Two children Enrolled, three children enrolled, and enrolled four children enrolled and the base category is one child enrolled. Only the two children enrolled category have significantly impact on the dependent variable. The results imply that with the increases of children from more than two, parents will be less likely to admit their children in private school. Parents will likely admit their children when the number of enrolled children is two and there is 0.15% chance of selection of private school.

To estimate the given equation no(ii) and to capture the effects of different independent variables on the Public-School Vs Deeni Madrassa, the binomial logistic regression technique was applied. Gender, Age, Education Status, Monthly Average Income, Ethnicity, Occupation, Enrolled children, preferred selection of school and Taking decision was defined in two categories i.e., zero and one, according to the response given by the student parents during the survey.

Table 27: Marginal Effects of Binomial Logistic Regression

Independent Variables	Categories	dy/dx P> z
Gender of HH head	Male	-.0106565 (0.936)
Age of HH head	Continuous variable	.0138337*** (0.019)
Education of HH head (Base illiterate)	Primary	-.1468609 (0.300)
	Matric	-.3318184*** (0.003)
	Graduate	-.5978888*** (0.000)
	MPhil And above	-.3475957*** (0.000)
Monthly Average Income of HH head (Base below 40,000)	40,000-60,000	-.3436718*** (0.001)
	60,001-80,000	-.3628016*** (0.001)
	Above 80,000	-.3327662** (0.025)
Occupation of HH head (Base unemployed)	Public Servant	.4177574 (0.046)
	Private Servant	.5548328*** (0.000)
	Businessman	.5984208*** (0.000)
Ethnicity of HH head (Base Saraiki)	Pashtuns and Saraiki	-.0438839 (0.622)
Enrolled Children (Base one child)	Two Child	-.0803759 (0.423)
	Three Child	-.2281688** (0.017)
	Four Child	-.0677115 (0.760)
Preference for school choice	Affordability	.3112382 (0.170)
	Religious Reasons	.211648 (0.340)
	Education Quality	.337575** (0.045)
	Other Free Education Shelter	.3082558 (0.213)

Log likelihood	-94.322297
Number of observations	202
LR chi2(20)	80.82
Prob> chi2	0.0000
Pseudo R2	0.2999

In parentheses probabilities of critical values are reported.

*** = significance at 1 percent level.

** = significance at 5 percent level.

* = significance at 10 percent level.

The table results of regression show that age, Education (Matric, graduate and MPhil & above), Monthly Average Income (40 thousand to 60 thousand, 60 thousand to 80 thousand and Above 80 thousand), Occupation (Private Servant and Businessman), Enrolled Children's (Three children) and Preferred school (Education quality) sample were contacted and to discuss that they have recommended significantly correlated with dependent variable School Choice (public base vs Deeni Madrassa).

The coefficients represent the dy/dx value which means percentage change in the dependent variable because of one-unit change in the independent variable. The dy/dx values for age -01%, Education (Matric -33%, graduate -59%, and MPhil & above-34%), Monthly Average Income (40 thousand to 60 thousands -34%, , 60 thousand to 80 thousands -36%, and Above 80 thousand -.33%), Occupation (Private Servant 55%, and Businessman 59%), Enrolled Children's (Three children -22%) and Preferred school (Education quality 33%) representing respectively the percentage change of each variable in the dependent variable with the increase by one unit in the independent variable.

Age is highly significant and positively associated with choosing public school compared to Deeni Madrassa. It implies that as age of parent increases, he/she will be more likely to admit his/her children in public school.

The education of parents is focus variable for choosing the public versus Deeni Madrassa. The primary education has no significant effects on choice between public versus Deeni Madrassa. The matric level parent's education has negatively and significant effects on choice between public versus Deeni Madrassa. The matric level parent's education has 33 percent less chance to choose the Deeni Madrassa for children. However, graduate, and higher education have negative and significant relationship with dependent variable. Our estimated results, show that parent's graduate education level have 59 percent less chance to choose the Deeni Madrassa and MPhil education level parent have 34 percent less chance to choose the Deeni madrassa for children.

The monthly average income of parent is an important variable for choice between public versus Deeni Madrassa. The monthly income has negatively and significant effects on choose between public versus Deeni Madrassa. The rich people were choosing the public school for children and less income people were unable to afford the cost of Deeni Madrassa. According to our estimated result, the monthly average income ranges between 40-60 have 34 percent less chance to choose the Deeni Madrassa. The monthly average income ranges between 60-80 have 36 percent less chance to choose the Deeni Madrassa. The monthly average income above 60 have 33 percent less chance to choose the Deeni Madrassa.

Occupation is another variable for choice between public versus Deeni Madrassa for children. The subdivision of occupation in three categories which are public, private, and businessman with base category unemployed. The parents having occupation of public, private and businessman have positively and significant effect on choice of school for children. They private occupation children's 55 percent more chance of choosing public school and businessman children's 59 percent more chance of choosing public school. The public occupation of parents has no significant effect for choice between public versus Deeni Madrassa.

In the regression model, second last significant variable is the number of enrolled children on choice between public school versus Deeni Madrassa. The enrolled children variable is sub divide in three categories. Enrolled two children, enrolled three children, and enrolled four children with base category one child enrolled. Only the three children category have negative and significantly impact on the dependent variable. According to Our estimated results, the 22 percent less chance to choose the public school for children than Deeni Madrassa.

In the regression model, last significantly affect variable is the preferred school on choice between public versus Deeni Madrassa. The preferred school variable is sub divide in three categories. Affordable, religious reasons, education quality, and Other Free Education Shelter. Only the education quality category has positively and significantly impact on the dependent variable. Our estimated results show that, the parents have 33 percent more chance to choose the public school for children than Deeni Madrassa on education quality.

4.4. Discussion

The Binomial Logistic Regression analysis show that age, Education (Primary), Monthly Average Income, Occupation and number of enrolled children had statistically significant effect on dependent variable i.e., School Choice (public base vs private). Study indorses Siddiqui (2017) that parent may understand the diversity to better educate of their children. This study indorses that parent may understand the diversity to better educate of their Childs. The analysis is not based on any regression modelling technique because the purpose is just to report the magnitude of the effects of parental education on school choice. The effect sizes do not suggest any causal inference here because the data is only representative of the population and has a lot of missing values. Effect size calculation is a simple technique which is easier to understand and see the association patterns. However, less robust than regression modelling where the effect of the known independent

variables can be controlled. The results presented here are based on limited information available on parents and school types and the analysis just consider: Parental education, individual parent's education, enrolment in schools and school type (Siddiqui 2017).

4.4.1. Parental education and school enrolment

The descriptive statistics of the study in percentages, and the total number of the respondent were 203 but most significantly parents in male 85% and female 15%. The parents' education level was categories and there was 12% illiterate, 11% primary, 25% matric, 48% graduate, and 4% MPhil and above respectively. 47% parents two children were enrolled, 29% parent's one child was enrolled, 21% parents three children were enrolled, and 3% parents four children was enrolled. And 38% parents preferred Deeni Madrassa, 34% Private School and 28% Public School.

The survey was conducted from school/Madrassa administration and there was 70% male and 30% female staff in which 90% married and 10% unmarried. The survey was conducted from 30% government's school administration, 20% private school administration and 50% from Deeni Madrassa administration in which 20% are primary schools, 20% middle schools, 40% Higher Secondary Schools and 20% High schools. The survey was conducted in 70% urban institutes and 30% rural institutes.

CHAPTER 5

QUALITATIVE ANALYSIS

5. Qualitative Survey Findings

Along with the quantitative questions, the survey also carried out qualitative, open-ended questions from the participants to reflect upon the school choice and underlining factors. Given below are the details of the response to qualitative questions.

5.1 Madrassa education system and their quality of education

5.1.1 Kind of courses at Madrassa

There was 59% participants' response that religious courses like Nazra Quran, Hifz and Hadees type courses are taught at Madrassa with no modern skills or advanced courses. 15% participants responded that some religious institutes follow the modern courses and skills beside religious education. 20% participants did not give any response on this question. 6% participant's response that they have no about this.

5.1.2 Quality of Madrassa courses

There were 42% participants responded that Madrassa course quality is good in religious knowledge as they make a student a good religious scholar. They purely based on religious education. 20% participants responded that the Madrassa has low quality of courses as they are following single and old syllabus. 15% participants responded that the course of Madrassa is very low as they have no modern thoughts and planes for students' future.

5.2 Policies for the enhancement of education Madrassa/School and government's role

5.2.1 Government role in Madrassa education

There were 62% participants responded on this question that government have no role in Madrassa education and did not take any action to enhance Madrassa education. 16% participants responded that government provide wazifa to Madrassa staff, but it is limited to some cities of KP and not enough to enhance the quality of Madrassa education. 7% participants responded that the only action taken by government is that they have registered the Madrassa system. 16 % participant's responses are not on this question.

5.2.2 Response regarding policy for education improvements

There are 4% participants responded that the policies should be developed to provide free education, 21% participants responded that the policies must emerge to provide equal facilities and same curriculum as in both institutes. There are 15% participant's response that the policies should be made to provide basic needs like buildings electricity and security, 21% participant's response that the policies should be to ensure the qualified staff to both institutes. There are 5% participant's response, that the policies should be researched based and by this the policies would be successful and will address the issues very well both of Madrassa and school. It will be able to enhance their education. There was 16% participant's response that in which 9 said that they have no idea and 26 of them did not respond and 11% participant's response, that in the policy making process the administration of Madrassa and school should be engaged to enhance the quality because they will better have raised their issues. There was 5% participant's response, that the policies should be free from political interference because policies are much effected by political interference.

5.3 Difference in education of formal schools and Deeni Madrassa

5.3.1 Difference in education

There were 69% participants' responses, that modern and Islamic education is the main difference in Madrassa and school. 14 % participants respond on this question, that the difference is in the syllabus of both institutes. Madrassas rely only on religious side while school focused on daily and modern life need education. 14% participants did not share any words on this question. 3% participants responded that free and chargeable education is the difference in school and Madrassa. Madrassa education is free and school education have monthly charges.

5.3.2 Difference in thoughts/ideas

There were 33% participants responded that the main difference is the difference in ideas and ideology of both institutes. As Madrassa administration follow the old norms and traditions while school administration focused on new and modern tools of education. 3% participants' response on this, that the main difference is that Madrassa provide free education while schools are having charges. 28% participants responded that the main difference is the difference in the syllabus and curriculum. 16% participants responded that the main difference is the religious and modern education. 9% participants responded that the main difference is the future planes of both institutes as Madrassa have no future planes for students as like school. 10% participants did not respond on this.

5.3.3 Difference in teaching methodology

There are 10% participants' response that schools teaching methodology engaged students in better way. They take the students beside them. It is better. 15% participants responded that the school teaching methodology is better because their staff is well preparing before delivering a

lecture. 10% participants' response that the teaching methodology of school is comprehensive, and skill based. It furnishes a child very well. 10% participants responded that the school teaching methodology is practical base which able a student more skill full. 10% participants responded that the teaching methodology of school is activity based as it able a child to face the life challenges in future. 10% participants responded the teaching methodology of school is based on sequence. As they follow a proper schedule and syllabus which is better. 7% participants responded that Madrassa teaching methodology is better because their staff is giving more time to the students. 10% participants responded that the teaching methodology of Madrassa is better because it is based on disciplined. 5% participants responded that Madrassa teaching methodology is better because they treat all the students equally in all matters.

5.4 Comparison of school and Deeni Madrassa regards educational facilities.

5.4.1 Strength and weakness

There are 20% participant's response that the strength of Madrassa is weak because the Madrassa education has a very low quality of syllabus. 15% participants responded that Madrassa education strength is weak because they have no future planes for students as like in schools. 15% participants responded that Madrassa education strength is weak because they have unidirectional education and lack of trained staff. 25% participants responded that Madrassa education is weak because the Madrassa has lack of funds and basic needed facilities. 15% participants responded that the Madrassa education strength is weak because they have lack modern skills. 11% participants did not give any response.

There are 82% participant's response that the Madrassa only provides food and shelter with a very low and without secure pay to their staff while schoolteachers have a high pay with many

other facilities. The Madrassa teacher's facilities are not enough in any sense with compared to schoolteachers. 18% participants did not give any response.

5.5 Selection of school types by parents and the main reasons/factors behind that.

5.5.1 Selection of specific institute

There are 39% participant's response that parent's selects type of school for two reasons. One is religious and second one is modern based selection as like school and Madrassa. The purpose is same to educate their kids. 25% participants responded that parents select school type for making their kids well citizens and for their bright future. 5% participants responded that they select school type for affordable and will near to home. Some select school due to short distance and some will select school type according to their income status. 15% participants responded that specific school type selection is based on the parents' mentality and income factor. 16% participants did not give any response.

5.5.2 Selection on income factor

There was 39% participant's response that family income status has a vital role in the school type selection because the quality education is too much expensive which many parents cannot. 10% participants responded that many parents select school of their own choice ignoring the kids' interest and future because kids are relying on parents. 20% participants' response that whatever the school type is but with the hard work and dedication of the child everything is possible. 16% participants responded that school type does not matter but it depends on the parents check and watch list. That how they treat and their kids. All matters cannot be relating to income factors. 15% participants' left this.

5.5.3 No option than Madrassa due to free education

There are 33% participants' response that due to financial problems parents enrolled their children at Madrassa. They are less competitive because there are no modern tools. 11% participants responded which they are not agree with the statements because mostly parents enrolled their children at Madrassa for religious purpose. Both rich and poor students are there at Madrassa. 11% participants responded that Madrassa students are not competitive because there is no advancement in Madrassa education and neither have any ability to able a student competitive. There are 17% participants responded that due to unidirectional education system of Madrassa their students are not competitive. 11% participants responded that parents enroll their kids at Madrassa because there the education is free but religious. No modern thoughts are there to able a kid competitive. 17% participants did not give any response.

5.6 Role and Impact of religious education on children future.

5.6.1 Madrassa education and jobs opportunities

There are 66% participants response that they are agree on this that the Madrassa education cannot provide better jobs because the Madrassa students have lack of modern skills, education and degrees needed for jobs in today modern life. 6% participants responded that they get better jobs as some jobs are specified for them in the market and also in public and private sectors. 10% participants' response that they can get better jobs, but they have no opportunities on their education level. 18% participants did not give any response.

5.6.2 Training at Madrassa

There was 21% participants response that Madrassa trained a student and make him more punctual which suit them. 15% participants responded that namaz training in the Madrassa education is best suit them. 21% participants responded that there is no such training in the

Madrassa which suit me. 18% participants' responds on this question that the Madrassa training on speaking power and boldness of students suit them best. 10% participants responded that Madrassa able a student more time manageable and time saver. 15% participants' response that they have no comments some left this, and some told that they have no idea.

5.6.3 Madrassa role in society

There was 58% participants response that Madrassa have no role of any kind in any economic activity. They only focused on religious education. 16% participants responded that Madrassa has a key role in the economic activities as they provide Islamic ideas of business in religious aspects. 18% participants did not respond to this question. 5% participants responded that Madrassa has role as it encourages the people to give zakat and sadqat to poor. This is the most important role of Madrassa. 8% participants responded that Madrassa have a vital role in economic activity as they provide free education to all.

5.7 Hurdles facing by Madrassa education regarding modern thinking and education

5.7.1 Need of modern education

There was 25% participant's response that the Madrassa should adopt modern education in Quran aspect because it will enter the Madrassa students in market streamline. By this their future will be good and safe. 15% participants responded that the modern education will able the Madrassa students more competitive both in religious and modern fields. 15% participants responded that by putting teaching of Quran into modern education the Madrassa education quality will be increased and without affecting their religious status. 5% participants' response that they are not in this favor because due to many sects in Pakistan it will create confusion and hate. Introduce modern subjects in Madrassa is the best solution. 10% participants' response that yes

Madrassa should adopt modern education because it is most needed for Madrassa in today's modern society. As by this they will perform well in the society. 10% participants responded that no need of this because Quran Majid is the holy book. Not in favor of this to put this in modern teaching. 21% of the participants' left this blank.

5.7.2 Difficulties in modern education

There are 17% participants' response that the main hurdles in this way to enter scientific thinking are the lack of funds and the followers of old norms and traditions. 23% participants' response that the main hurdle in this way is that Madrassa have lacked qualified staff of modern subjects. 9% participants responded that the Madrassa has no capacity to add scientific thinking. 15% participants did not participate in this. 8% participants responded that the religious sect in Madrassa education is the main hurdle to bring scientific thinking into Madrassa. 11% participants responded that the main hurdle is the opposite ideology between Madrassa and school. Schools focused on modern thoughts while Madrassa follow old ideology. 9% participants' response that the main hurdle is that they have different syllabus and have no time for scientific education as their courses are very heavy. 9% participants responded that they have no future fear as they believe that Allah is raziq.

5.7.3 What to be changed in Madrassa education

There are 23% participants response that they want to add modern subjects to Madrassa syllabus beside religious. 12% participants responded that they want to provide more funds to the Madrassa to full fill their basic needs. 18% participants responded that there is a need for well furnish buildings with having basic facilities like water and electricity as like school's avail. 18% participants responded that they want to get the Madrassa students some skills for future jobs. 12%

participants responded that they want trained teachers and provide modern subjects staff as like schoolteachers. 18% participants not responded on this question.

Table 28: summary table of qualitative survey findings

Aspect of analysis	Main Findings	Main Findings	Main Findings	Main Findings
Madrassa education and its quality	59% respond religious courses like Nazra Quran	15% said both religious and modern courses at madrassa	20% participants do not share any view	6% participants have no idea about this.
Govt role in madrassa education	62% responds that govt have no role	16% responded as government provide wazifa to Madrassa staff	7% views that only registration of madrassa	6% not responded
policy for education improvements	21% were in favor of same curriculum in both institutes	21% views are to provide qualified staff to both institutes	4% were in favor of free education provision policies	11% view as engage both institutes in the policy making process.
Difference in madrassa and schools	69% views ae Islamic and modern education school.	14 % response was that syllabus is main difference	14% nor share ant view	
Reason of selecting specific school type	39% participants said that modern and religious education is the basic reason	25% responded as parents select school type on future base	15% responded as specific school type selection is based on the parents' income factor.	16% not responded
Enrolled child at madrassa due to free education	33% said yes parents enrolled kids due to free education	11% were not in agree on this	17% not responded on this	
Madrassa students' future aspects regards jobs	66% response s agree on this that the Madrassa education cannot provide better jo	6% responded that madrassa student get job in private sectors	10% response was that they have no opportunities	18% participants did not give any response.
What should be changed at madrassa	23% participants response that they want to add modern subjects to Madrassa	12% responded that provide more funds to the Madrassa to full fill their basic needs.	18% views were to provide Madrassa students some skills for future jobs	12% responded that trained and quality staff provided to madrassa
Difference in Teaching methodology of school and madrassa	10% response was that schools teaching methodology engaged students in better way.	5% responded that the school teaching methodology is better because their staff is well preparing before delivering a lecture.	10% response was that the teaching methodology of school is comprehensive, and skill based.	7% participants responded that Madrassa teaching methodology is better because their staff is giving more time to the students

CHAPTER 6

CONCLUSION AND POLICY RECOMMENDATIONS

This study investigates the preferences and drivers of parents' choice between Madrassa and conventional education. There is some sign that parental education as a measure for children better life chances is not properly distributed between school types. The study total number of the respondent were 203 out of which 85% of the respondents were having male as HH head while only 15% were female headed HHs. The parents' education level was categorized and there was 12% illiterate, 11% primary, 25% matric, 48% graduate, and 4% MPhil and above respectively. 47% parents two children were enrolled, 29% parent's one child was enrolled, 21% parents three children were enrolled, and 3% parents four children was enrolled. And 38% parents preferred Deeni Madrassa, 34% Private School and 28% Public School.

The Binomial Logistic Regression analysis show that age, Education, Monthly Average Income, Occupation and Enrolled Children were the main factors that influenced parent' choices for schooling. Qualitative analysis made the parents choices clearer and 21% participants were of the opinion that the policies must be to provide equal facilities and same curriculum in all institutes. Participants argued that basic needs like buildings electricity and security should be provided to all educational institutes along with ensuring qualified staff for institutes. The respondents believed that the policies should be researched based to make them successful for both Madrassa and school. Respondents said that in the policy making process the administration of Madrassa and school should be engaged to enhance the quality because they will be able to raise their issues. Lastly, it was emphasized that policies should be free from political interference. This study indorses that parent may understand the diversity to better educate of their Childs. The analysis is not based on any regression modelling technique because the purpose is just to report the magnitude of the

effects of parental education on school choice. The effect sizes do not suggest any causal inference here because the data is only representative of the population and has a lot of missing values. Effect size calculation is a simple technique which is easier to understand and see the association patterns. However, less robust than regression modelling where the effect of the known independent variables can be controlled. The results presented here are based on limited information available on parents and school types and the analysis just consider: Parental education, individual parent's education, enrolment in schools and school type (Siddiqui, N. 2017).

6.1. Policy Recommendations

- The policy suggestions of this study are that a universal educational standard should be implemented and fully supported by the government. Parents who are deprived due to getting less education should have access and encouragements to enroll their kids in government-supervised school system.
- The government should also pressure private schools to operate under a national policy in which the entire education system should be supervised and controlled for unbiased and equitable access for underprivileged children.
- Policy involvements that make the teacher responsive to the children needs and take operative interest in the classroom are of first order importance.
- The number of schools must be increased at village level so that people will have more choices., vouchers that allow possibly credit-constrained parents to choose between public schools, private schools and Deeni Madrassa can be a key stair in expediting the working of the market.
- Get local communities involved in the administration of both schools and Madrassa to ensure improvement in their education.

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Appendices

1. Parents Survey

Madrassa and Conventional Education

This questionnaire is aimed at collecting information about Madrassa and Conventional Education in District Tank, KPK, Pakistan. It is a part of the research for MPhil degree at Pakistan Institute of Development Economics. The title of the study is “Choice between Madrassa and Conventional Education; Investigating the Preferences and Drivers”. The personal information in the questionnaire will be treated with extreme confidentiality. Your participation in the questionnaire will be highly appreciated.

1. Demographic Information

Name _____

<i>Religion</i>	<i>Sects</i>	<i>Gender</i>	<i>Age</i>	<i>Marital status</i>	<i>Education Status</i>
1. Islam	1. Sunni	1. Male		1. Married	1. Illiterate
2. Others	2. Shia	2. Female	_____	2. Widower	2. Primary
	3. Other			3. Divorced	3. Matric
					4. Graduate
					5. MPhil. and above

<i>Monthly Average Income</i>	<i>Occupation</i>	<i>Nationality</i>	<i>Ethnicity</i>	<i>Village</i>	<i>Tehsil</i>
a). Below 20,000	1. Public Servant	1. Pakistani	1. Pashtuns	_____	_____
b). 20,001-40,000	2. Private Servant	2. Non-Pakistan	2. Saraiki		
c). 40,001-60,000	3. Businessman				
d). 60,001-80,000					
e). Above 80,000	4. Unemployed				

2. Parent’s decisions regarding school choice

2.1. Numbers of your enrolled children?

Number _____

2.3. Which School you preferred as school choice for your kids?

a) Public School (b) Private School, c) Deeni Madrassa

2.2. Overall how would you rate the choice of school available in your area? Select 1 from the table.

Lot of quality choices	Few quality choices	Only one choice
Many schools but no quality choice	Only one but there also not good quality	

2.4. Why you preferred the selected school?

Income	Religious reasons	Free education
Free shelter and food	Family background	Other relatives in this institute
Near to home	better than others	Best suit for your kid

2.5 Are you satisfied from school type in which your kid/kids are enrolled?

Yes _____ how explain it _____

No _____ why explain it _____

2.6. Are your selected school best suit your preference?

a. Yes

b. No

2.7. What you expect from your kid’s schoolteachers?? Mention two or three main factors?

2.8. What are three important characteristics that you would look for in choosing a school?

2.9. What you consider when choosing a school for your child?

i. does you prefer public or private education?

ii. Are the facilities or subject choices a consideration?

iii. Do you want your child to attend the same school that you attended or have a different experience?

Iv Do you want your child to have a religious education?

2.10. Was this your first choice of school?

a) Yes

b) No

4.11. Who takes this decision?

Father	Mother
Child	Family

2.12. How many schools did you investigate or visit (including this school) before your child started at this school?

1 to 3	3 to 5
None	Put your own figure

2.13. What type of school did your child previously attend?

Public	Private
Deeni madrasa	Mention if other or this is first one

2.14. What educational challenges did your child encounter in their previous school, if any write here? _____

2.16. How will your selected school help your child in getting better jobs opportunities in future?

2.17. Do you think that Madrassa will adopt all the modern education beside religious education?

a) Yes b) No

2.18 Do you agree that most of the Madrassa students are from lower- and middle-income family background?

Agree	Disagree	Neutral
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2.19. Do you agree that most people enroll child in religious institutes due to free education food and shelter?

1. Yes 2.no

2.20. Do you know about any elite Madrassa mention it if any?

2.21. According to your observation why parents send their kids to Madrassa select any one option from table.

Being weak in conventional education	Due to family tradition	Purely based on religious factors
Due to free education	Madrassa help him/her mind sharp.	Income factor

2.22. Which of the following characteristics of Madrassa students are better from conventional education select them?

Respect the elders	High moral values	More respectable
More Islamic	Mention if other	

2.23. Do you think that there should be one education system in the country?

1 yes 2 No

2.24. Why do you think that (with reference to above question) specify?

2.25. Are you satisfied with the syllabi being taught in public and private schools in the country? (Rate on scale of 1 to 5.)

1..... 2.....3.....4.....5.....

Very low low moderate high very high

2.26. What is your opinion about Madrassa education? Should they also adopt modern education beside Islamic education?

1. Yes 2. No

2.27. Do you agree with this statement that Madrassa students have less market opportunities than school's students?

2. Yes 1. No

3. Open ended questions

3.1. What types of policies do you think should be made to facilitate the Madrassa and government schools to enhance the modern education? Give your opinion?

3.2. What is the difference between Madrassa and conventional education? Put your words here.

3.3. What is the main difference between them? Regarding above question?

3.4. What was the role of the Madrassas in society regarding economic activities?

3.5. What kind of courses are run in the Madrassas? Is there any advance course training or skill mention them?

3.6. What is the quality of the course of Madrassa provided to the students? Explain it in your words?

3.7. What kind of training is given in the Madrassas which you think is best suit your choice?

3.8. What action has the provincial Government or central government taken to enhance Madrassas? Have the government had any role in this?

3.9. Family economic condition is the basic thing in choosing the school type despite ignoring the future of children. Agree or not explain your idea.

3.10. Do you think *Madrassas* need modern education to put the teachings of Quran into the context of today's society? Explain briefly.

3.11. What difficulties do you see in bringing in scientific thinking into *Madrassas* as like in private and public schools?

3.12. What are the strengths of *Madrassa* education when compared to the government and private schools of Pakistan?

3.13. What facilities and prestige provided to Madrassa teachers? Are these facilities being same as formal school teachers? Give your idea

3.14. Share your idea about teaching methodology of your choice school or Madrassa?

3.15. What is the future of Madrassa student in market and how it competes with the formal school student?

3.16. List out the reasons why parents choose a specific type of school/Madrassa for their kids?

3.17. Given a chance, what changes would you like to see in Madrassa education with respect to formal education? Mention them?

3.18. How do you see your local Madrassa and schools with response to other cities of Pakistan? How these are different in advancement and quality?

3.19. Do you agree that Madrassa education will not able the student to get a better job? Yes, or no select one and then explain it why is so?

3.20. According to literature most of the students enroll in Madrassa by parents due to income factor which is the basic reason that Madrassa students are not competitive. What is your opinion explaining please?

3.21. Why Madrassa education not adopting the modern education beside Islamic? List 5 main reason.

3.22. What do you think about Madrassa education? How it gives the children a bright future explains?

2. School and Madrassa Managements Staff Survey

Madrassa and Conventional Education

This questionnaire is aimed at collecting information about Madrassa and Conventional Education in District Tank, KPK, Pakistan. It is a part of the research for MPhil degree at Pakistan Institute of Development Economics. The title of the study is “Choice between Madrassa and Conventional Education, Investigating the Preferences and Drivers”. The personal information in the questionnaire will be treated with extreme confidentiality. Your participation in the questionnaire will be highly appreciated.

1. Demographic information

Name. _____ Age/sex. _____

Marital status. _____ Designation. _____

Education status. _____

2. School information

2.1. What type of school is this?

- a) Government school b) Private school
- c) Deeni Madrassa d) Free or community school.

2.2 School Location? School Level

- a) Urban I. Primary
- b) Rural ii. Middle
- iii. Higher Secondary

2.3. Total Land of school.

_____ (allocated/donated)

2.4. Ownership of the building:

- a) Government b) Donated
- c) Rented d) Shelter less

2.5. What is the current condition of the school regarding building and other facilities?

Good bad worst

1.....2.....3.....

2.6. According to your information which students are in majority as per family income and background?

- a) Low-income b) middle income
 b) High income

3. School preferences and drivers

3.1. What are the qualities of this institute which attract parents to enroll their kids here? (Select from table)

Qualified staff	Good environment	Well-equipped labs
Extra activities	Disciplined based	Mention if any other

3.2. Does the strength of the academic factor affect parents’ decisions to enroll their children?

- a) Yes b) No

3.3. What are your class size and student-to-teacher ratios?

3.4. What kinds of extracurricular activities do you offer select from table?

Sports	Seminars
Speech competition	Study tours
Parties	Mention if other

3.5. When and how often do these activities take place?

Weekly	monthly	Yearly
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3.6. What kinds of opportunities do you give teachers to develop themselves professionally (e.g., workshops, seminars, conferences, advanced studies, etc.)? Mention them?

3.7. What issues do you face in your service mainly in teaching?

3.8. Do you offer any tech-based courses, and if so, which ones?

3.9. Do you grade work, such as assignments and tests? If so, how often?

3.10. If you don't grade work, how do you measure student progress?

3.11. What opportunities are there for parents to get involved?

3.12. Is there a parents' association? If so, what does it do?

3.13. What events take place during the school year to involve parents?

3.14. How do educators communicate with parents?

3.15. As head of this institute, on which three most important activities you focus on mention them?

3.16. As a teacher which three important activities you focus on during school timing?

3.17. Based on your experience, what do you expect from parents regarding the good education and training of their children? Explain.

3.18 Are you in favor that your institute must be affiliated with some best quality educational institute? Yes, or no. explain shortly your option??

3.19. How do you see the registration of institutes?? Are you in favor? Yes, or no explain?

3.20. What would you suggest to the policy makers for the improvement of quality of education? Put few words here?