

**Comparative Analysis of Education Quality in Public
and Private Primary Schools: A Case Study of
District Mansehra**



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CERTIFICATE

This is to certify that this thesis entitled: “Comparative Analysis of Education Quality in Public and Private Primary Schools: A Case Study of District Mansehra” submitted by **Muhammad Imran Rafique** is accepted in its present form by the PIDE 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.

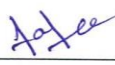
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Author's Declaration

I Muhammad Imran Rafique hereby state that my M.Phil Thesis titled "*Comparative Analysis of Education Quality in Public and Private Primary Schools: A Case Study of District Mansehra*" is my own work and has not been submitted previously by me for taking any degree from 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 M.Phil degree.

Signature of Student

**Dedicated to
My Parents, My Wife and
Beloved Little Princess Mirha Imran**

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Mr. Muhammad Imran Rafique

ABSTRACT

This study is applied research and its focus is on the review of the National Education Policies (NEPs) and comparative analysis of the quality of education in public and private primary schools in district Mansehra. The primary education in Pakistan has made little progress and stayed uneven in Universal Primary Education (UPE), Net Enrollment Rate (NER), Retention, and Quality of Education. This study has been developed through reviewing NEPs and comparing quality of education in public and private primary schools in district Mansehra. Structured questionnaire has been used as research tool and data collected from 30 schools of both sectors. Additionally, a written test from 450 students has been taken to measure students' performance. Descriptive statistics and paired sample t-test have been applied to derive results. The review of the NEPs reflects that in every single policy the emphasis was laid on free and compulsory education, UPE, enrollment, and retention whereas, the quality of education has been given very rare preferences in the whole policy discourse. Based on the available literature, the study found that the NEPs failed to achieve desired objectives due to some economic, social, and political upsets. Further, the results of the comparative analysis showed that private schools performed better than public school in every measure of quality of education. That is why private schools became more favorable since past few years due to their better quality of education. Although, public schools provide free education; however, quality of education is a major concern in these schools as a result, the dropout rate increases, and enrollment rate decreases since the past few years in the KP particularly in district Mansehra. A coherent and robust policy is recommended to improve the quality of education with the supplement of strong policy implementations. This study is equally applicable and generalizable to all educational stakeholders.

Keywords: Dropout rate, Enrollment, NEPs, Primary education, Public schools, Private schools, Quality of Education, etc.

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LIST OF ABBREVIATIONS

ASER	Annual Status of Education Report
AEPAM	Academy of Education Planning and Management
E&SED	Elementary and Secondary Education Department
EFA	Education for All
GoP	Government of Pakistan
KP	Khyber Pakhtunkhwa
MoE	Ministry of Education
MoEPT	Ministry of Education and Professional Trainings
MoPD&R	Ministry of Planning Development and Reforms
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
NEAS	National Education Assessment System
NEPs	National Education Policies
NER	Net Enrolment Rate
OOSC	Out-of-Schools Children
SDGs	Sustainable Development Goals
UPE	Universal Primary Education

CHAPTER # 01

INTRODUCTION

1.1 Background

Education plays a vital role in the social, economic, and political development of any country (Majoka and Khan, 2017). Education enhances efficiency, productivity and lays down the foundation for every development (Ozturk, 2001). An effective education system allows a country to achieve national goals. It also creates sense of responsibility among the people which leads to social development (Ahmad et al., 2014). Education is a process by which people acquire knowledge, skills, and the ability to improve one's life. It also plays a significant role in building culture and ethics in the society (Pakistan Economic Survey, 2007-08). Education is an important component for socioeconomic development and reshaping human as vibrant citizens. It helps us to differentiate between right and wrong and increase awareness (Chishti et al., 2011). Education helps us in making better decision based on the latest tools and techniques and also it is an essential component of human development that subdues poverty and caters to opportunities of employment in the world (Khan, 2002). A person with a quality of education enjoys repute in society and has numerous opportunities in the job market. Quddus (1990) claims education is a solution to every evil in society and develops mental powers of the child that leads towards development.

According to the Article 26 of the UN Declaration of Human Rights 1948, education is a fundamental right of every human. Article 25-A of the Constitution of Pakistan which was inserted through the 18th amendment also binds the state to provide free and

compulsory education to every child of the age 5 to 16 in such manner as may be determined by law (Article 25-A). However, the progress is slow towards compulsory and quality education achievements.

In Pakistan since its inception, the education system has been facing several challenges. The country has been indulged in severe social, political and economic problems that ultimately affected every single sector adversely (Ahmad et al., 2014). The education sector generally and primary education level particularly facing serious concerns in provision of quality education (Rehman and Khan, 2014). The government believes that the quality of education is the basic right of every child but it has not been seriously taken into account due to various reasons (NEP, 2017). When it comes to the educational initiatives, above all education policies occupy an important place. From 1947 till 2017 about nine educational policies have been formulated for educational advancement by every ruling regime. But in the past, more emphasis has been given to UPE and to bringing as many children as possible to the schools to increase enrollment rate. Efforts to increase enrollments in the absence of quality are not sustainable. Pakistan has made little progress on some educational indicators in recent past. Although, it suffers from key deficiency of the provision of quality education at all levels of education (MoEPT, 2009). In most of these policy documents, quality of education has either received little or no courtesy. The absence of clearly defined standards for quality in the past at the national level left education system without setting basic targets for education quality improvements. There is an imminent need to debate on what constitutes the quality at each level of education. However, NEP (2009) was only policy document that contain explicit commitment of the state towards improving education quality. According to this

policy, the quality of education in the public institutions must be raised through formulating educational standards as an input, processes to get the output. These processes will be monitored and evaluated to ensure the quality of education at each level. Despite many ambitious endeavors on the avenue of education worldwide, Pakistan still lags far behind in the world on educational development ranks. The education system in Pakistan still faces following serious issues:

- i. The ASER report (2018) points to significant-quality deficits and confirms the prevalent perception of the low quality in Pakistan. According to report, quality of education is still a major concern as 43 percent of all primary schools children are unable to read Urdu and English stories. The report also highlighted missing facilities in public schools stating that 39 percent of primary schools have absence water facilities for teachers and students. While 41 percent of schools lack toilets. In the context of primary schools, most of this face shortage of the teachers and still one teacher policy prevails there (Pakistan Education Statistics, 2017). Improving quality requires action in the field of teacher's quality, assessment approaches, learning environment and facilities.
- ii. If we talk about Net Enrollment Rate (NER), it has made very good progress all over the world while Pakistan still performs lower than its neighboring South Asian countries in NER (UNESCO, 2017-18).

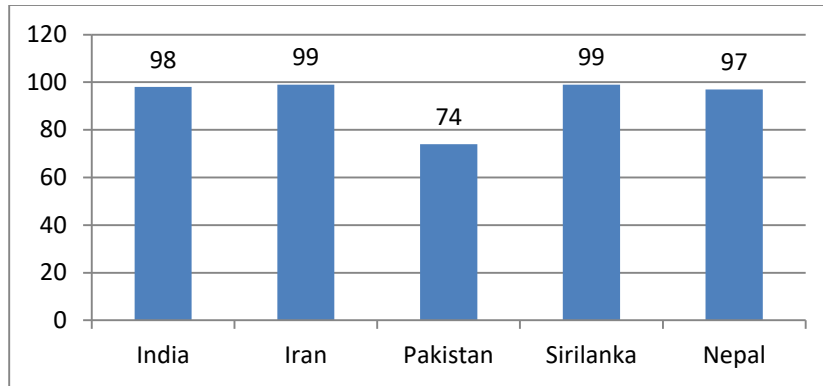


Figure 1.1: Net Enrollment Rate (NER) at Primary Level

Source: National Education Policy, 2018

- iii. Pakistan is amongst E9 countries that have the highest rate of out-of-school children (OOSC) in the world (UNESCO, 2017-18). The issue of OOSC has also been raised by ASER (2018) and heralds a worse situation that about 22.5 million children are out of schools. In OOSC, the ratio of girls is higher than boys and this rate increases over time.
- iv. Also, the expenditure on education as a percentage of GDP is low in comparison with its South Asian neighbors (UNESCO, 2017-18). The below figure 1.2 shows the expenditure of Pakistan on education:

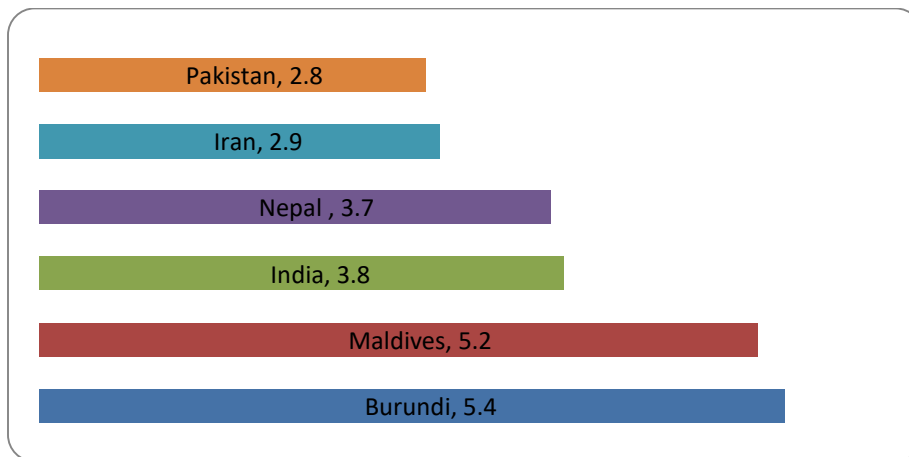


Figure 1.2: Expenditures on Education as Percentage to GDP

Source: UNESCO Global Monitoring Report (2017-18)

1.1.1 Importance of Primary Education:

Primary education has been considered as the foundation stage, the most important stage that prepares students for subsequent higher educational levels (Ahmad and Iqbal, 2015). The prior purpose of primary education is to develop human capabilities and knowledge and give everyone ample opportunities to succeed in life (Economic Survey, 2017). Improving primary education may lead to a better education system across the country that may help to achieve the goals of universal access and equity (Shah et al., 2019). The primary level education provides a pathway to higher education that cannot be underscored as the development of any country is directly proportional to the development of its education sector (Hanushek, 1997). According to a report by UNICEF (2016) getting every child enrolled in school and their learning is indispensable in reducing global poverty, fostering peace, improving health, environmental sustainability, and reducing gender inequalities. As per the United Nations Declaration of Human Rights, everyone must be educated and education should be free and compulsory at least at the elementary level. Khan (2002) argued that primary education may help in alleviating poverty, improving health, and reducing fertility. Since primary education has been considered as the fundamental right of every individual, every country across the world is trying hard to educate the maximum of its citizens through all possible means of education. Access to primary education has been given much attention so that everyone can attend primary level education and can contribute to society (Shah, Ijaz and Bari, 2005).

1.1.2 Importance of Quality of Education:

Quality of education has a broad concept and there is no specific definition that narrates accurate meanings of the quality due to its complex nature. There are specific terms like equity, efficiency, effectiveness, and quality that have often been used interchangeably (Adams, 1993). According to Glasser (1990), the meaning of quality should always be flexible to deal with educational evolution and its progress as it is influenced by changing factors like culture, politics, and economy. EFA Global Monitoring Report (2005) defines educational quality by using two principles. The first is to recognize the intellectual development of the learners and the second one is to highlight the role of education in promoting attitudes and values of learners in nurturing their emotional and creative developments. In the recent era quality of education has become the theme of many studies and more emphasis has been laid on the quality of education worldwide. The paradigm shifted from “access to education” to “quality of education” which is not development occurred overnight. This has long been an underlying concern of the international community (GoP, 2017). Quality of education is the most significant factor that makes education purposeful in its true spirit. The future development of any country is only possible through quality education (NEP, 1998-2010). The pace of development in a country is directly related to its access as well as the quality of education and without these provisions, the production of quality human resources for sustainable development is impossible (Shah et al., 2019). Dakar Framework for Action, 2000 states that quality is at the heart of education, and is a fundamental determinant of enrollment, retention, and achievement. By considering a higher social rate of return on high-quality education than those studying in low-quality schools in Pakistan the state must ensure improvement in

the quality of education in all the schools (Behrman et al., 2002). To enhance the quality of education, the education system throws sound foundations to face global challenges in the way of education. Education quality depends upon various factors including inside and outside of schools. Education quality helps us with results prediction. Fuller (1985) defined quality of education as the material availability as an input allocated to schools per pupil and the degree of the efficiency by which inputs are managed, organized, and used to increase pupils' achievements. NEP (1998-2010) defined education quality as a monitoring system developed to get timely and reliable information on student enrolment, achievement, retention, and completion. In addition, qualitative monitoring of achievement shall be introduced. Teachers' qualifications and professional skills directly impact education quality. Adams (1998) described education quality as a schooling process delivered inside institutions to upgrade students' knowledge, attitude, values, behaviors, acquisition, and application of learning. However, many studies in this regard focused upon the level of human, materialistic, or available facilities in the school while defining education quality and often applied an operational definition and stressed on different extents of quality.

1.2 Historical Emphasis on Education Quality

1.2.1 Dakar Framework of Action, 2000

The quality of education has been an underlying concern of the global community for a long. In 1990 The World Declaration on Education for All (EFA) a global movement started by the UNESCO aiming to meet learning needs of the people around the world. The countries are committed to make collective efforts to improve quality of education and to achieve UPE globally by 2015. The Dakar Framework of Action in 2000 adopted

the EFA agenda in a World Education Forum which called for quality of education improvement and the participants reaffirmed their commitments to achieve EFA goals by 2015 (UNESCO, 2000). Among the 6 goals agenda, goal 2 emphasized the provision of free and compulsory primary education while goal 6 particularly, stressed the quality of education improvement. The UNESCO 11th Global Monitoring Report, (2014) of the EFA highlighted global learning crises by revealing that one-third of the primary aged children are unable to learn basics whether they attend the school or not. Lack of teacher's availability and training, text books scarcity, and availability of facilities remained key challenges in imparting quality education (UNESCO, 2015).

1.2.2 Sustainable Development Goals (SDGs)

In September 2015, the United Nations enlightened the world to adopt the 2030 agenda comprises upon 17 goals along with 169 associated targets named as "Sustainable Development Goals". The members of the UN assured to work together to eliminate hunger, deprivation, poverty and other issues in order to improve well-being of the people (UNESCO, 2017). Comparing to Millennium Development Goals (MDGs), the SDGs are larger in scope addressing all dimensions of sustainable development like social, economic, and environmental in a coherent manner. Both developed and developing nations are committed to adopt SDGs to improve the lifestyle and living standards of the masses.(Kioupi and Voulvoulis 2019)

Among the SDGs, SDG 4 particularly ensures inclusive, equitable quality education and opens for all new learning opportunities. It claims to enhance education status and quality for broader change to achieve sustainable development (UNESCO, 2017). The MDGs and SDGs now have made much progress especially on the avenue of education.

The data from 2013-17 indicates that 85% children globally complete their primary education. However, more work is needed in this regard as more than half of them are unable to meet the lowest proficiency level and cannot read and write. Moreover, about 190 million children are still out of school which is on the priority of the SDG 4 to decrease this ratio maximum by 2030. Pakistan has also adopted SDGs through a parliamentary resolution in February 2016 to ensure inclusive and equitable quality education (MoPD&R, 2018).

1.2.3 Quality in the Perspective of National Education Policies

Pakistan at the national level has made several commitments to uplift education trajectory and to enhance the quality of education at every educational level. In this respect, national education policies occupy an enormous position. From 1947 till 2017 about 9 educational policies have been formulated. In most of these policies, the objectives were limited to UPE, dropout rate reduction, and prioritizing OOSC. While the quality of education was put on the back burner (Chatha, Saeed, and Zahid, 2016). About the quality of education, three policy documents i.e National Education Policy (NEP), 1992, NEP 1998-2010, and NEP 2009 were some commitments on the part of the state towards the provision of quality education. Above all, the NEP, 2009 emphasized little more not only education but also the quality of education to enable children and youth to contribute to the development of society (NEP, 2009). The extent to which this policy has been successful is yet to be debated. According to Behram et al., (2002), the social rate of return is higher for those studying in quality schools than those studying in low-quality schools. Therefore, policymakers must formulate policies that improve the quality of education.

1.3 Problem Statement

“Education for All” has become a global slogan and access to primary education is the core subject of global education initiatives. In Pakistan education sector generally and primary level particularly facing several challenges. At primary level, the dropout rate is 33% and student survival rate is 67%. About 5.6 million primary aged children are out-of-schools (AEPAM, 2018). Alif Ailan and ASER (2015) also herald the worst situation regarding OOSC and dropout ratio in Pakistan. NER at primary level is only 74 % which is lower than other south Asian neighboring countries (NEP, 2017). On the quality front, UNESCO (2004 and 2017) argued that quality of education is low in many countries as a result dropout rate is increasing which is a global educational issue. The report also classified countries with high and low ratio of OOSC. Unfortunately, Pakistan is on the list of E9 countries where a massive number of children are Out-of-Schools. NEAS (2007-08) and ASER (2015) reveal severe deficiencies in the learning outcomes of the students. At the primary level about 44 percent of the total children are of those who are unable to meet minimum proficiency level of reading and writing. Even though many education policies have been formulated and international commitments have been made to improve enrollment, retention and achievement of UPE but no significant improvement has been noticed which invoked to verify the impact of education policy on quality of primary education. In most of the policies quality of education has not been given as much attention as given to access to education and UPE. Official data shows that due to the low quality of education in public sector primary schools the role of public schools is diminishing since past few years whereas, the importance of private schools is increasing for their number of schools as well as their enrollment rate in KP generally

and in District Mansehra particularly (KP E&SED, 2010-2019). Thus, these problems call for an investigation to probe the quality of education and to identify the factors responsible for policy failures.

1.4 Research Questions

The research questions of the underlying study are as following:

1. What are the historical developments in the formulation of national education policies regarding quality of education and enrollment at primary level?
2. What sector public or private at primary level provide quality education in district Mansehra?
3. What are the factors that affect quality of education in both sectors schools?

1.5 Objectives of the Study

Primarily, the underlying research maintains the focus on evaluating the national education policies (NEPs) and to compare quality of education in public and private primary schools. Hence, the specific objectives of the underlying dissertation are outlined as follows.

1. To review the historical developments of the national educational policies—keeping in view the objectives of quality of education and enrollment at primary level.
2. To compare the quality of education in public and private primary schools in district Mansehra,
3. To identify the factors that influence the quality of education in both sectors schools.

1.6 Significance of the Study

The significance of this study contributes in two ways:

- i. Theoretical
- ii. Practical

i. Theoretical Significance

The comparative analysis of the quality of education in public and private primary schools help us to identify the factors that impact quality of education. Thus, results derived from this study will be an addition to the existing literature on quality and enrollment rate. Moreover, the review of the NEPs with respect to quality and enrollment would also be an addition to existing literature and would be significant to uncover the critical aspects in the policy formulation.

ii. Practical Significance

The quality of education has been prioritized by the UNESCO which has worked to ensure access to quality education worldwide. In this regard, many quality endeavors have been achieved globally. Pakistan education sector has historically been regarded as having a low rate of participation and severe deficiencies in imparting quality education to learners. Many children do not attend any kind of schooling and those who are in schools do not perform well. Because not as much attention was paid to quality of education as access to education and UPE was paid in the policies. Therefore, this research will review the national education policies which will give us an idea of what has been done so far on enrollment, retention, UPE and quality of education and to what extent the policies have been successful. Therefore, this study be significant to Ministries of Education under federal and provincial governments, Education Departments and

policymakers to address and comprehend the importance of quality of education and to uncover critical areas in the educational policies in provision of quality education at primary level.

1.7 Methodology

The first part of the studies relies on literature review and document analysis. The review of the NEPs coupled with related studies is purely based on the secondary sources and information regarding NEPs, its objectives and gaps is collected from published reports by the GoP and other national and international publications and scholarly articles. The reports, publications and articles regarding NEPs have thoroughly been reviewed and tried to identify the main themes of the studies. While the second part of this study is based on a survey which is conducted in District Mansehra in order to compare the educational quality of public and private primary schools. For this purpose, primary data is collected through a structured questionnaire from 30 schools and result of the data is presented in the form of tables.

1.8 Organization of the Study

This research study comprises 6 chapters. Chapter 1 provides information on the general background, research objectives, and significance that are drafted for this study. Chapter 2 covers the literature review highlighting the historical developments in NEPs, their associated objectives and review of the comparative studies of public and private schools regarding quality of education. In chapter 3 thorough review of the NEPs is given. Also the NEPs are critically reviewed and identified key gaps in formulation and implementation of the policies. Chapter 4 presents a conceptual and theoretical framework of the study along with empirical framework and methodological approaches

that are applied to collect and analyze data and information. Chapter 5 presents the major findings and results. The conclusion and policy recommendations derived from this study are provided in the final chapter 6 of the study.

CHAPTER # 02

LITERATURE REVIEW

2.1 Introduction:

Strengthening the quality of education has become global agenda at all educational levels and particularly at the primary level. The quality of foundation education not only prepare an individual for the subsequent educational levels but also equip them with basic life skills. The Universal Declaration of Human Rights (1948) declared primary education as a basic human right. For the last several years, more emphasis has been laid on the quality of education worldwide. The paradigm shifted from “access to education” to “quality of education” which is not development occurred overnight. This has long been an underlying concern of the international community. The World Declaration on Education for All (EFA) in 1990, committed countries to improve education quality. Particularly, goal 6 of the EFA goals stress improving education quality (UNESCO, 2000). The EFA 11th global monitoring report highlighted global learning crises and revealed that at the primary level one-third child is unable to learn the basics whether the child attended the school or not (UNESCO, 2014). SDG 4 also emphasis on the education quality that improves learning outcomes. It advocates that to improve the quality of education teachers should be empowered, professionally qualified, well trained, recruited on merit, and supported by efficient and resourceful governance systems (World Education Forum, 2015). The EFA 12th global monitoring report viewed the progress made in this field during the past 15 years (2000-2015). The report revealed that the teacher’s quality training and unavailability of textbooks and resources remained significant challenges for improving the quality of education (UNESCO, 2015). In the context of Pakistan, the National Education Policy (2009) and the National Plan of

Action (2013-16) are two policy documents for achieving universal primary education. The National Plan of Action contains explicit commitments to improve education quality. Both documents identified trained and qualified teachers, better facilities, up-to-date curriculum and regular students' assessments are tools for ensuring quality education. The UNESCO, 2015 EFA Pakistan review report acknowledged little progress in learning outcomes during 2000-2015 but still, schools lack with infrastructure facilities. By considering a higher social rate of return on high-quality education than those studying in low-quality schools in Pakistan the state must ensure improvement in the quality of education in all the schools (Behrman et al., 2002). Thus, quality of education is a foremost important aspect and has been prioritized by the world organization. However, Pakistan's education system continuously facing myriad challenges in imparting quality education. The policies formulated and implemented in the past have little or no work on quality. Thus, in this section aims to review all NEPs in terms of elements of quality education and will identify key gaps in imparting quality education which will be given in subsequent chapter 3. Also, the review of literature on comparative studies of public and private primary schools on quality of education is given in this chapter.

2.2 Review of the Comparative Studies on Quality of Education

Whenever we consider quality of education the institutions play a vital role. Comparative studies regarding the education qualities of public and private schools and its effectiveness has been the theme of many studies. In this regard, many studies have been conducted across the world in order to compare various features of both sector schools and their impacts on quality, enrolment and retention in schools. On the basis of

empirical evidences some researches claimed that private sector schools provide quality education while other reject this notion. As per National Assessment of Educational Progress (NAEP) report which represents American's students' knowledge in different subject areas states that private sector schools scored better in all major subject including science and mathematics as compared to public schools (US Deptt. of Education, 2012). Lubienski et al., (2006) also compared and analyzed education quality of both sector schools. In mathematics private schools performed out class in majority cases while public schools performed well in few cases. On the other hand National Center for Education Statistics (NCES) study published facts containing surprising results. This study induced that public school students performed better than private school students by considering the data of school attendance of NAEP report 2003. However, many studies alleged that this study employed very limited data which was not sufficient to evaluate public and private schools performance only on the basis of school attendance (S. Watkins, 2006). An another study in this regard was conducted in USA by Jimenez & Lockheed, (1995) in which they compared public and private schools education quality based on spoken and mathematical test skills. The result found that skills of private school students were enhanced than public school students. It was also suggested that private school student's presentation was better than public schools. Adeyami (2014) also conducted a study on the same topic to make comparative analysis of the academic outcomes of both sector schools students on the basis of pupil's academic achievements. The sample of 240 pupils was randomly taken from both sector schools located in Osum state of the Nigeria. A structured questionnaire was constructed and a test was conducted in three core subjects' i.e English, mathematics and social studies. The data was analyzed

using percentages, frequency counts, t-test and Z-test. The result indicated that private schools pupils outperformed in all three core subjects than their counterparts public schools. The study further recommends enhancement of learning opportunities and improvement in the education system at public schools to uplift the education level of the majority of the pupils who are attending public sector schools.

Esther (2016) made comparative analysis of public and private schools pupil's performance with regards to pupil classroom ratio and teacher ratio in Uganda. Author used simple random sampling technique in order to select sample size. T-test was employed to compare and analyze the results and findings. The study found that there is a significant difference between public and private schools in terms of enrolment rate, pupil classroom ratio and teacher's ratio. Public schools had higher ratios and lower facilities than private schools. Moreover, private schools pupils performed better than public schools pupils in academic performances. Scheper (2013) also led some factors that influence choice of public or private school in USA elementary schools. The information was collected from teachers, students and parents of the both sectors schools. The widespread perception about schools is the provision of better academics. The difference in the standard, teacher's quality, curriculum and size affects the academic achievements and on the basis of these four factors private and public schools choice rely. The researcher compared public and private schools on the basis of these factors. His research showed that in terms of standards and curriculum all private schools are independent while public schools are bound subject to regulations set by the government. Private schools led their own standards of teaching and testing which change over the time considering the effectiveness while in public schools they are bound to follow what

standards are set by the government. In terms of teacher's quality the qualified teachers plays big part in student's academic success. The research revealed that the public schools have 89% more qualified teachers than private schools who have 45%. The big part of the school choice also depends on the size of the classroom. According to Synder et al., (2008) the classroom size of the private schools in terms of teachers-students ratio is smaller than the public schools which benefits the private schools. Smaller size of the class often refer to as greater success as students get teacher's attention properly. Classroom size and available facilities also have great impact on quality of education. Poor size of the classroom and poor availability of facilities have indirect impact on learning outcomes. In Latin America a study was carried out in which 50,000 students of grade there and four were recruited. The study indicated that the rate of repetition and achievement of students with overcrowded classrooms and missing facilities were much lower as compared to those who belonged to well-equipped schools (Willms, 2000).

The term dropout refers to the students who leave their schooling before completion (Azher, Khan and Shah, 2001). In other words, the term means discontinuing specified cycle of schooling before completion. It is obvious from national education policies and literature the dropout is a serious policy concern that needs to be resolved in order to achieve UPE as it is an international commitment and constitutional obligation. Dropout problem in generally and at primary level particularly is faced by many developed as well as developing countries. However, in developing countries this ratio is remarkable higher than developed countries (Martins, 2006). In the case of Pakistan, this rate is higher than other developing countries. Trained teacher deficiency, substandard education system and weak teacher's parent's relationship are the major reasons (Mohsin et al., 2004 & Shah et

al., 2019). According to PES (2016-17) dropout rate at primary level in Pakistan is 33 percent and survival rate is 67 percent. According to the study of Saadi and Saeed (2010), the quality of education particularly at primary level is not satisfactory, which causes high dropout rate.

ASER (2015) conducted a survey to address the issue of 22.5 million OOSC. The survey pointed out some reasons behind this issue. Quality of education was regarded as one of the major reasons that increase this ratio over the time. Focus group discussion and other evidences indicated that low quality of education adversely impacted enrolment and demand for schools. The survey also revealed that half of the children in grade 5 do not meet the minimum proficiency level as they can't read the text meant for grade 2 students. Teacher's qualifications and expertise, school leadership, the content and school environment are the critical factors that adversely impact quality which ultimately reduces enrolment and increase OOSC ratio in the schools. Among 22.5 million OOSC about seven million are those who enrolled but dropped out at some stage and could not continue their studies. Alif Ailaan (2014) used PSLM (2012-13) information which takes responses provided by the head of the households. The study highlighted some common reasons for students dropping out of school. These reasons likely to be related to the quality of the school environment that is offered by the schools. Factors including such as the facilities available in schools, corporal punishment and teacher's competence and behavior. Undoubtedly, all these factors contribute to students dropping out of schools. The children who have started school is more likely to retain in schools unless the provision of conducive environment, quality education and teacher's competencies are not improved.

Shabbir et al., (2014) developed a comprehensive study to compare education performance, effectiveness and achievements of both public and private primary schools from rural areas of AJK. For the study, primary data was collected through questionnaires from four main stakeholder's i.e teachers, parents, students and head masters based on ten indicators. These indicators include: head master job satisfaction, teacher job satisfaction, management experiences, teacher vision about good teaching, comparison of co-curricular activities, maintenance of record, availability of physical facilities, students' scores in four major subjects, parents satisfaction regarding schools facilities and teachers satisfaction regarding schools facilities. The findings showed that private schools students performed better than public schools students. Although still both sector schools face various challenges in the form of human and materialistic resources that deprive off these schools to provide standard quality education.

Andrabi et al., (2002) developed a census for private schools along with population census in Pakistan. Private schools predominantly considered as good source of provision of education at primary level. People's perception about private schools that they serve only to the elite class was assessed and found that though private schools charge high fees but are still in access to middle and even low income class. The study also revealed that teacher's qualifications, per student expenditure, teacher-student ratio and facilities in schools were found better in private schools than public schools. Moreover, in private schools majority of teachers are female which is highly correlated with girl enrolment rate.

Chatha et al., (2016) in their study addressed the education quality problems which are often ignored. The study revealed that without progress in education quality, education

goals cannot be achieved. The author wrote that in almost every single policy the aim was to enroll as many children as possible but the quality of education was not taken into account due to which quality of education was affected. The author gives some factors for improving the quality of education. These include teacher's qualification, training, school facilities and classroom activities are few factors that directly affect quality of education. Hardth (1971) stated that the facilities and infrastructure available in schools play a significant role in imparting quality education. Good facilities have positive effects on the behavior and mood of the learners. Uncongested classrooms, availability of fresh and clean water, playground and laboratories are the pre-requisites of schools. Ali (1982) also argued that the supply of pure and clean water is very essential for a child's health. In the same way availability of neat and clean toilets and playground is also needed for child's recreational activities. Physical environment of the classroom is equally important for the performance of both teachers as well students (Savage, 1999; Stewart and Evans, 1997). Physical environment refers to the things that is size of classroom, lighting, furniture and furnish that greatly affects teachers and students learning capacities. Fisher (2008) stated that availability of facilities affect comfort of the students. Students who are more comfortable are likely to learn more than those of uncomfortable. Taylor and Vlastos (2009) found that the facilities in school acts like 'Silent Curriculum' that attracts students which improve their learning capabilities and also helps them in academic achievements. Another study was conducted in a Columbian district in which it was found that academic scores of the students were lower where school building condition is poor (Edwards, 1991).

Pakistan's population was 44.9 million in 1960 which increased to 207.7 million in 2017 which shows that it has increased by 300% over the last 60 years (Country Economy, 2016). Rapid growth in population needs to have sound education system to serve the population. To cope with this situation private sector has played an important role in the provision of education in Pakistan (Mahmood, 1999). Thus, private sector education has been given much importance but important is to assess whether it offers better education quality than their counterpart's public sector or not. There are mix of arguments about the provision of quality education in both sector schools. Iqbal (2012) argues that public schools have well qualified staff, established management and better school infrastructure than their counterpart schools which reflect in student's academic performance. On the contrary, Khan et al., (2012) stated that though public schools have more facilities but still quality of education at private schools is better than public schools. He also argued that beside more facilities at public schools their learning environment and methods matter a lot which is not quite satisfactory. Fafunwa (1981) observed that there are several aspects that enhances education quality at school level i.e overall supervision in schools, relevant instructional material, less crowded classrooms, standard building, conducive school environment are some of the prominent factors influencing education quality and thus uplift student's academic achievements. The author further determined that areas contains well established schools and quality education, dropout rates are less for those areas.

There is a lot of debate about which sector is providing good quality education. It is evident from many studies that the quality of education has significantly negative relationship with dropout rate. It is generally said that the private schools offer quality

education due to which their dropout rate is lower than their counterpart public schools therefore people prefer private schools. This perception needs to be investigated whether public or private schools provide quality education and what are the factors that determine quality of education.

2.3 Public and Private School's Statistical Comparison

a. National Level

Educational institutions are one of the major components of any educational system. This part of the chapter focuses on the comparison of the public and private educational institutions in order to give an overview of the national, provincial and local educational institutions. In Pakistan, there are four types of schools: public, private, religious and non-formal schools. Large proportion of the society is served by public and private educational institutions, therefore, these two sectors will get attention in this study. Public schools are owned, run and managed by the federal, provincial or district government authorities. While private schools are purely managed and controlled by private entities (Lynd, 2007). During 2016-17 public and private schools played major role in imparting education in Pakistan. Below figure 2.1 shows that Pakistan's education system comprises upon 317,323 institutions accommodating 50,292,570 students and 1,836,584 teachers. Public sector schools with 196,998 educational institutions engaged in serving 28.6 million students while private educational institutions are also serving a sizable share of 120,273 institutions accommodating 21.60 million. Educational institutions of Private sector hold 38% share with enrolment rate of 44% in the market of education across the country which is higher per-institution ratio in private schools as compared to public schools (Pakistan Education Statistics, 2016-17). We have witnessed that private schools received considerably higher public interest and trust resultantly growth has been

observed both in terms of schools as well as enrollment rate during the last decade. However, both sector institutions have delivered to up lift the trajectory of education sector in Pakistan (ADB School Education Assessment Report, 2019). Education is highly correlated with educational institutions and their effectiveness has been the subject of numbers of studies. Provision of quality of education has increased competition and whole world education system rotates around students' academic achievements which increased public vs. private institutions competitions.

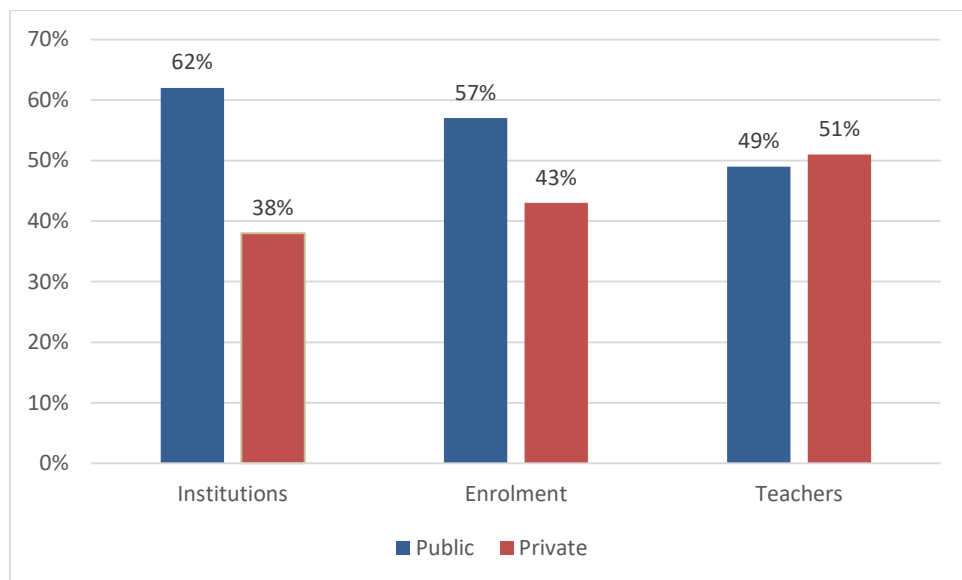
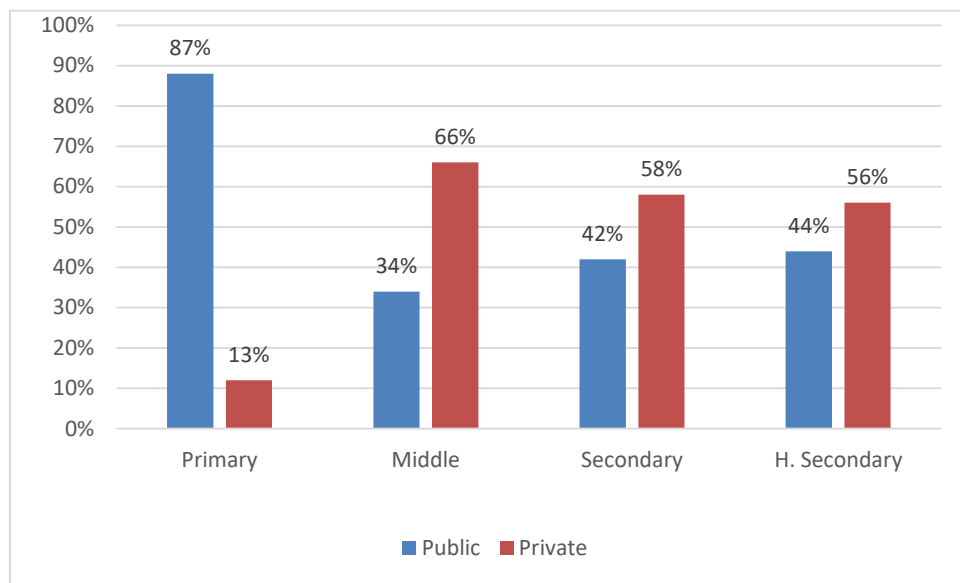


Figure 2.1: Sector-wise Disaggregation of Schools

Source: Pakistan Education Statistics, 2016-17

Below figure 2.2 reflects that in Pakistan, there are a total of 150,129 primary schools. Out of these 131,306 (87%) held by public sector, whereas, a number of 18823 (13%) is held by the private sector. At middle level, there are 49090 middle schools in which 16928 (34%) are in public sector while 32162 (66%) are in private sector. The secondary schools system is comprised of 31,551 schools, out of this 13,129 (42%) are in public

sector while 18,422 (58%) are in private sector. A number of 5,130 Higher-secondary schools functioning in Pakistan which is equivalent to 2% of the overall education system of Pakistan. About 1998 (39%) higher secondary schools are running under the umbrella of public sector, whereas, 3,133 (61%) fall under private sector.



F

Figure 2.2: Sector-Wise Distribution of Institutions in Pakistan

Source: Pakistan Education Statistics, 2016-17

Below figure 2.3 shows that the primary stage of education enrolls 19.351 million students. Out of which 11.895 million (61%) are enrolled in public sector schools while rest of the 7.456 million (39%) are enrolled in private sector schools. At primary level decline of seven percent occurred over the last five year while the number of schools at primary level in the private sector increased marginally. At middle level total 6.526 million students are enrolled. Out of these a number of 4.057 million (62%) are in public whereas, 2.469 million (38%) are in private sector schools. At secondary school level, total enrollment is 3.325 million in which public sector holds 2.254 million (68%)

whereas, private sector holds 1.071 million (32%) enrollment. Total enrollment at higher-secondary schools is 1.583 million in which 1.396 million (88%) is in public sector, whereas, 0.186 million (12%) is in private sector.

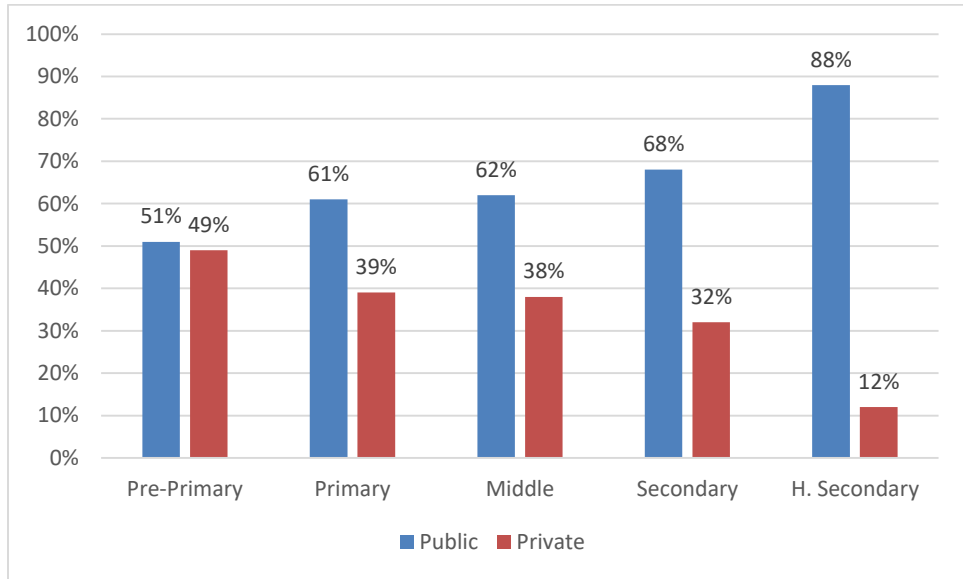


Figure 2.3: Sector-Wise Distribution of Enrollment in Pakistan

Source: Pakistan Education Statistics, 2016-17

Availability of physical facilities in schools are directly proportional to its quality of education. Enrollment rate and retention rate is higher for those schools where there are more physical facilities. Below figure 2.4 shows the availability of physical facilities i.e availability of building, availability of electricity, availability of drinking water, availability of washrooms and number of classrooms available in public sector schools. At national level out of all schools 93% have building. The number of schools where electricity is available are 83%. Access to drinking water is available in 85% schools while 90% schools have washrooms facilities for the students and teachers. The number of classroom is also very important. Higher the student-classroom ratio lower would be quality of education. The number of classrooms available per schools is 3.2 which is

lower than the minimum level of one classroom being available for one class. The private sector data regarding physical facilities is unavailable, therefore, unable to compare public vs. private schools in terms of availability of physical facilities.

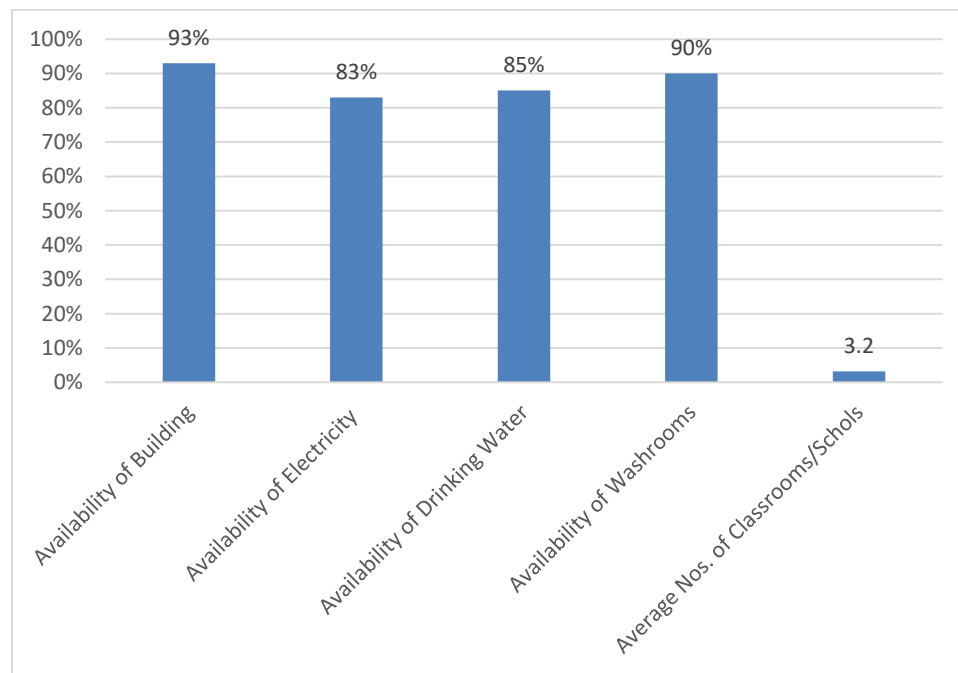


Figure 2.4: Availability of Physical Facilities in Schools (Public Sector only)

Source: Pakistan Education Statistics, 2016-17

b. Provincial Level

Now we bring our debate to provincial level. The education system of KP is composed of 32,995 institutions. Out of this 27,513 are public sector and 5482 are private sector institutions which are shown below in figure 2.5. In terms of total number of schools, public sector has more schools than private sector which is 95% and 5% respectively that means there is a lot of difference between public vs. private at primary level. However, in the case of private institutions, most of institutions at middle level also provide primary schooling. At middle level, there are 4818 schools of which 2673 (55%) are held by

public sector, whereas 2145 (45%) are held by private sector. At secondary level there are a total of 3866 schools. Out of these 2227 (58%) are in public sector whereas, 1639 (42%) are in the private sector. At higher secondary level public sector has a total of 643 (53%) schools while private sector has 559 (47%).

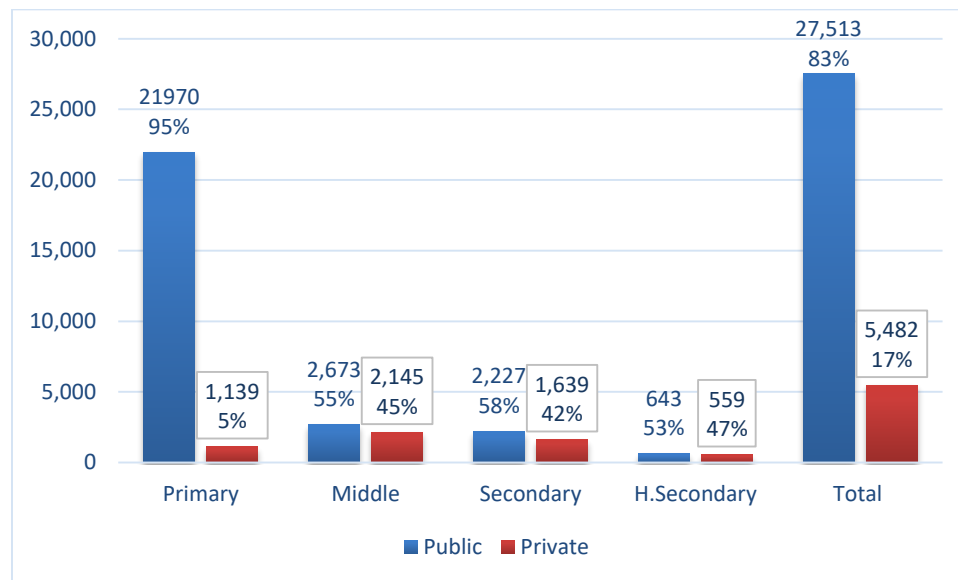


Figure 2.5: Total No. of Schools Public vs Private, KP

Source: Pakistan Education Statistics, 2017-18

The enrollment distribution of public vs. private schools is shown below in figure 3.6. In KP there are a total of 4.8 million students who are enrolled in both public and private institutions (Pakistan Education Statistics, 2017-18). Out of total 4.8 million students, 3.7 million (76.4%) are held by public sector whereas, 1.1 million (23.6%) are held by private sector. The total enrollment at primary level is 3 million out of this, 2.3 million (76%) is in public sector schools whereas, a number of 0.7 million (24%) is in private sector schools. The enrollment rate is higher in private sector schools as compared to public sector schools as percentage to total number of schools which is 5% only against 95% of the public sector. The middle stage enrolls 1.1 million students, out of which 0.8 million (75%) are in public and 0.3 million (25%) are in private sector. The enrollment at

secondary level is composed to a total of 0.5 million. Out of this, the share of public sector is 0.4 (76%) and private sector is 0.1 (24%). Higher secondary level in KP enrolls 0.23 million students which is comprised upon 0.2 million (87%) public sector students and 0.03% (13%) private sector students.

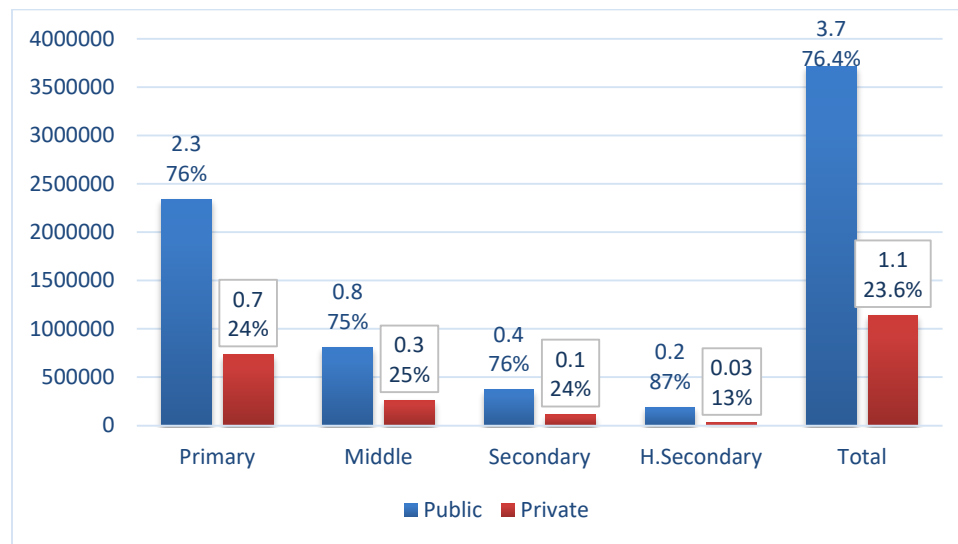


Figure 2.6: Total Enrollment of Public vs. Private Institutions by Level in KP
(In Millions)

Source: Pakistan Education Statistics, 2017-18

Availability of physical facilities is an important indicator to measure the quality of education at a particular education level (Pakistan Education Statistics, 2017-18). The availability of major physical facilities i.e availability of building, availability of electricity, availability of drinking water and availability of washrooms in KP schools are 97%, 73%, 80% and 91% respectively which are given below in Figure 2.7. Moreover, the availability of more number of classrooms also impact quality of education. A low students-classroom ration is often perceived good. This means that sufficient number of classrooms reduces class load and teacher can interact individual students, thus reduces class disruptions. However, in KP the availability of classrooms is 3.6 which is lowest

according to international standards. Hence, this may affect education quality adversely which needs to be investigated.

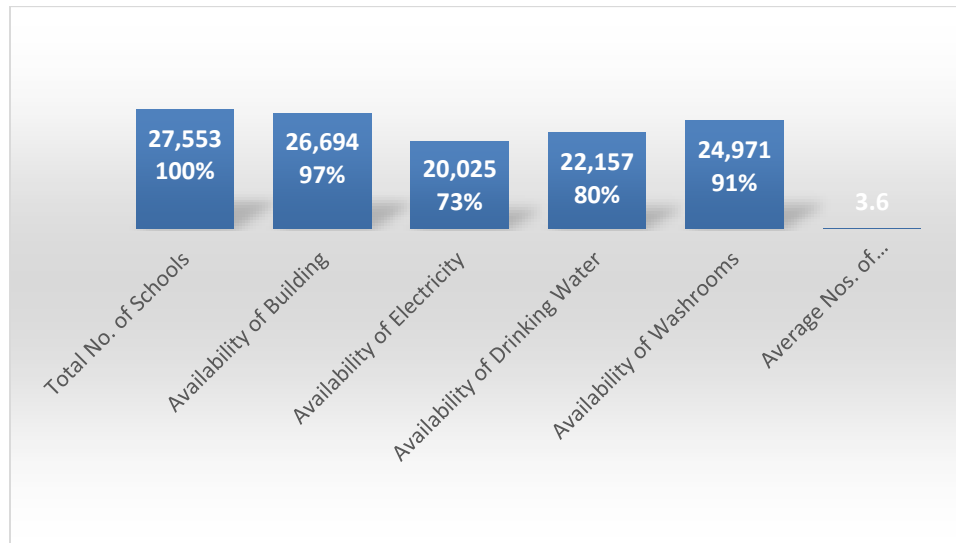


Figure 2.7: Availability of Physical Facilities by Level in KP (Public Sector Only)

Source: Pakistan Education Statistics, 2017-18

c. Local Level (District Mansehra)

At local level, we have taken District Mansehra which is one of 34 districts of province KP. In District Mansehra there are a total of 3997 schools. Out of these 1858 (46%) held by public sector, whereas, a number of 2139 (54%) is held by the private sector which is shown below in figure 2.8. At primary level, the number of public sector schools is remarkably higher which is 1494 (92%) compared to private sector which is 122 (8%) only. However, in private schools most of the middle schools also provide primary facility. Therefore, this number does not reflect actual number of private primary schools. As we have already highlighted while comparing public vs. private schools at national and provincial levels. At middle level, there are 1442 middle schools. The number of public sector schools is 188 (13%) only whereas the number of private sector schools is 1254 (87%). The number of private sector at middle level is notably higher than public

schools as most of the private sector middle level schools provide primary facility. The secondary schools system in District Mansehra is comprised of 673 schools, out of this 136 (21%) schools are in public sector while 537 (79%) are in private sector which is also remarkably higher for public sector schools. At higher secondary level, a total number of Higher-secondary schools is 266. The number of public sector schools is 40 (15%) while private sector holds a number of 226 (85%) which is also higher for private sector schools. Overall, in district Mansehra private sector has a higher number of schools which is 2139 (54%) compared to 1858 (46%).

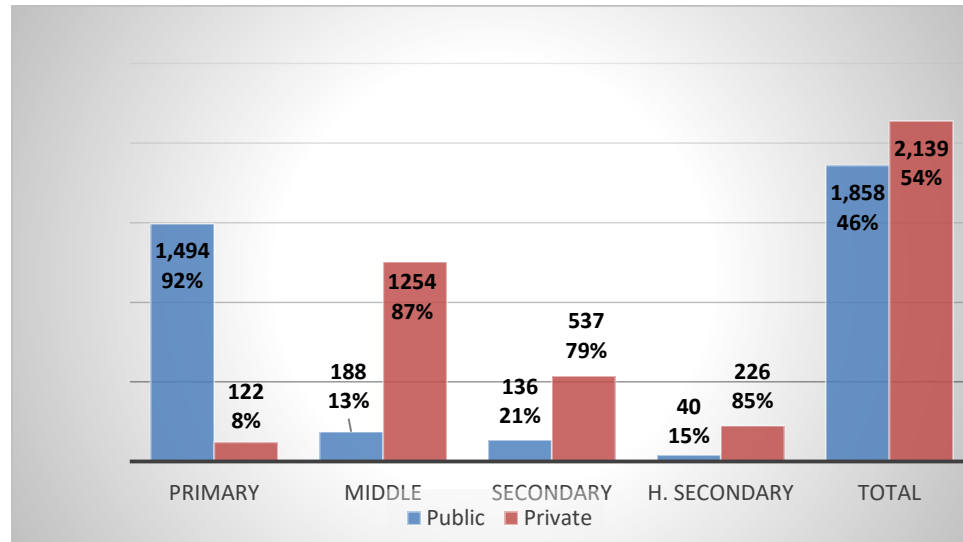


Figure 2.8: Total No. of Both Sector Schools All Type District Mansehra

Source: District Education Department, Mansehra

The enrollment distribution of public vs private schools is shown below in figure 2.9. In District Mansehra public sector enrolls 40.8 % students whereas, private sector enrolls 35.1%. Other than public and private schools, deni madaris and self-schooling compensate 4.4% students. The percentage of out of schools children (OOSC) is 19.7% that mean a remarkable higher number of children who are still out of schools in district Mansehra.

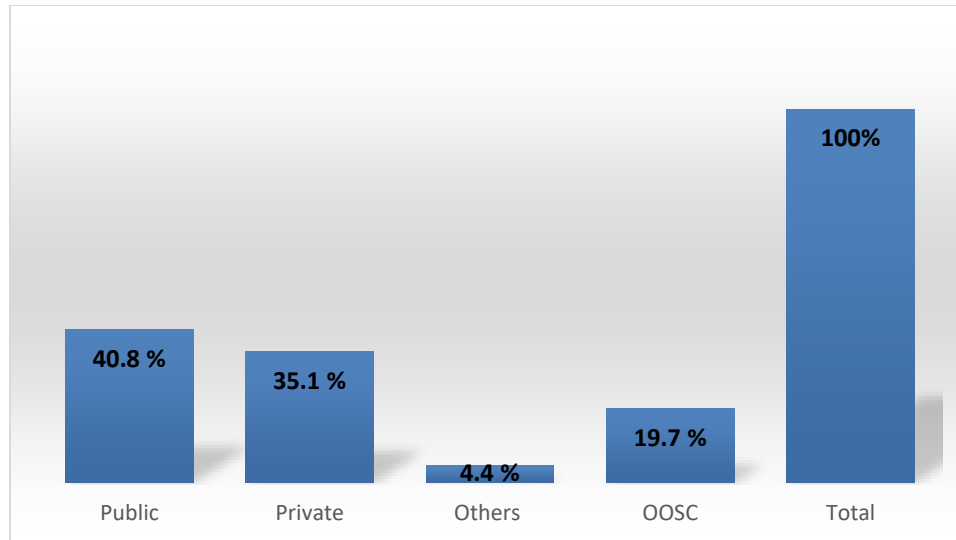


Figure 2.9: Public vs. Private Institutions Enrollment Statistics in District Mansehra

Source: ASER, 2018

Availability of physical facilities is an important indicator to measure the quality of education at a particular education level (Pakistan Education Statistics, 2017-18). The availability of major physical facilities i.e availability of building, availability of electricity, availability of drinking water and availability of washrooms in district Mansehra are 100%, 45%, 64% and 77% respectively which are given below in Figure 2.10. Below figure reflects that in terms of availability of physical facilities in public sector schools in district Mansehra is inadequate. Especially availability of electricity and drinking water facilities are quite unsatisfactory. Moreover, the availability of more number of classrooms also impact quality of education. For district Mansehra the ratio of availability of classrooms is 4.

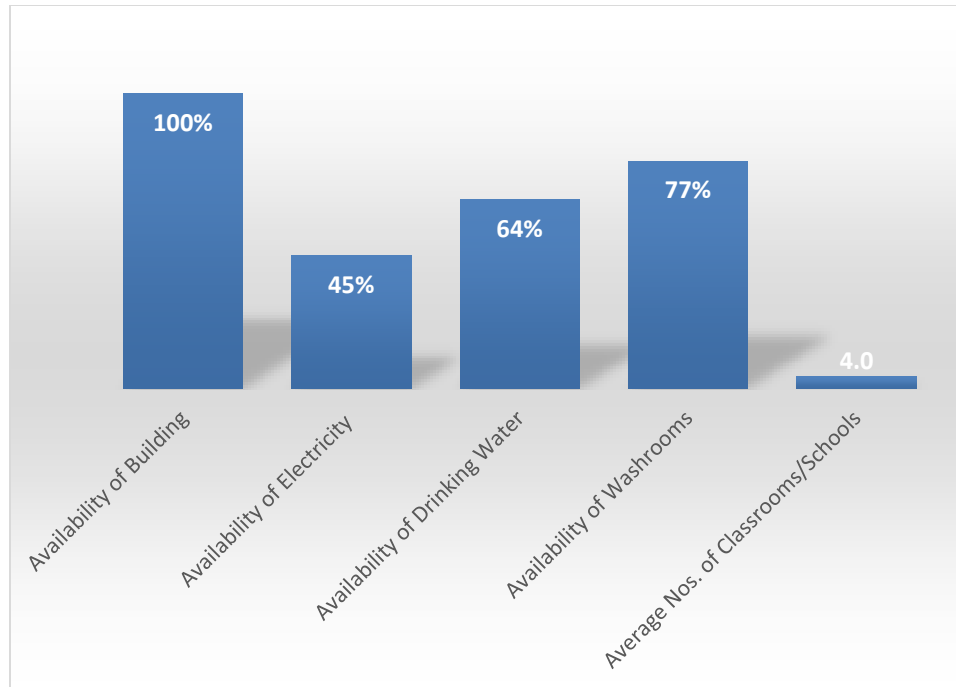


Figure 2.10: Availability of Physical Facilities in All Types Schools District Mansehra (public sector only)

Source: District Education Profile, 2016-17

As the focus of this study is the primary education and at local level a survey has also been conducted to compare educational quality of public vs. private primary schools in District Mansehra. The data on total number of schools and teachers from the past ten years shows significant decline in public sector primary schools in District Mansehra which is given below in figure 2.11. The total number of schools and teachers decreases over time. In 2009, a total 2231 primary schools were functional which decreased to 1494 in 2018. Along with total number of schools, the total number of teachers has decreased to 4655 in 2018 against 5318 in 2009. The possible reasons for this decline may be emerging trend of private sector schools.

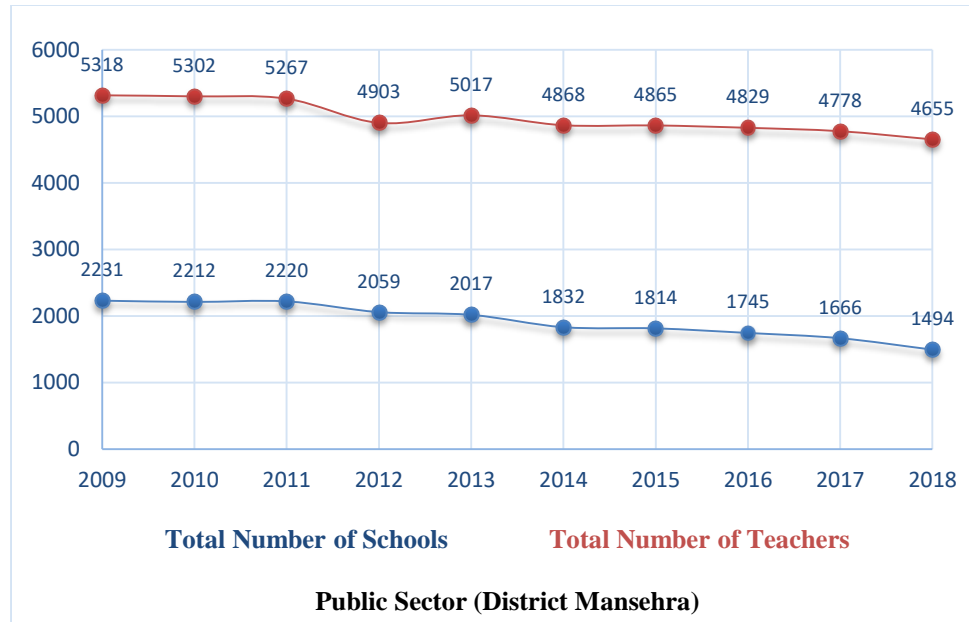


Figure 2.11: Total No. of Public Sector Schools and Teachers Primary Level District Mansehra (2009-2018)

Source: Annual School Census, KP (2009-2018)

The Gross Enrollment Rate (GER) trend in District Mansehra during 2009-2018 is given in figure 2.12 below. The GER trend of public sector primary schools shows an 8% decline during past ten years. In 2009 public primary schools GER was 75% that fall to 69% in 2018. On the contrary, private schools GER trend shows consistent increase during this period. In 2009 private schools GER was 16% which improved over the time and reached up to 24% in 2018. An increase of 33% has been noticed in GER of private sector primary schools. Thus, this reflects that during past ten years, private sector primary schools in district Mansehra received significantly higher GER as compared to public sector primary schools. Therefore, possible causes need to be investigated whether there is a quality of education or some other factors that enhances private schools turnover over the time.



Figure 2.12: Public vs. Private Primary Schools Gross Enrollment District Mansehra (2009-18)

2.4 Literature Review on National Educational Policies (NEPs)

The education system of a country plays pivotal role in its economic, social, political and cultural advancement. As per Trowler (2003) education policy is a set of principles and description of action that are followed for the achievement of desired goals. Education policy is an initiative, direction, statement or a document issued in order to modifying, strengthening and improving education sector (Ghaffar, 2012). The policy plays key role in the development of education system. It dwells the critical phase in which essential choices are made to meet emerging development and trends in the country and worldwide. It can also be seen as a priority agenda for every state across the globe that play key element role in the development procedure of quality education (Schultz, 1961; Woodhall & Psacharpoulos, 1985). Therefore, countries around the world adopt realistic approaches in order to formulate educational policies and plans to achieve desired goals. At the time of independence, education was considered as one of the most imperative

factors in the development of the new nation. The importance of the education was stressed by the founder Muhammad Ali Jinnah in his inaugural address. The Jinnah said:

“There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan”

The current era of innovation and technology has given education a significant position for survival in the world of globalization. Progressive education system decreases the rate of illiteracy that eventually lowers unemployment rate which is considered as one of the significant note for any country (Hunjra and Bukhari, 2018). The system of education in Pakistan is regulated by the federal and provincial ministries of education along with education departments. Various policies, plans, initiatives and guidelines have been made to raise the education status of the country by every ruling regime in Pakistan to readdress the issues and challenges in education sector. The effectiveness of these policies and plans largely depends upon the associated outcomes and to what extent these outcomes have been succeeded is a matter to ponder. Hence, this part of the chapter comprised upon review of available literature on NEPs.

Rehman and Sewani (2013) said that there was no educational policy after separation of subcontinent as Pakistan was a new born state. However, the education was considered as essential aspect for the betterment, therefore, soon after independence, an educational conference was held. This conference was considered as the foundation stone for educational system of Pakistan. The proceeding of the conference initially set directions for the future educational policies. This conference was followed by a series of commissions and policies including commission on national education, 1959; the new

education policy, 1970; NEP, 1972-80; NEP, 1978; NEP, 1992; NEP, 1998-2010; NEP, 2009 and NEP, 2017.

Pakistan education conference, 1947 recommended that the state should introduce five years compulsory education at primary level which should be free and in access to every citizen. The system of education in Pakistan at primary level should be based on the Islamic concepts of universal brotherhood, social justice and social democracy. The student of primary age should learn fundamental religious principles. Also, social, cultural and spiritual elements would be integrated as part of education. The committee declared primary aged group as 6-11 (GoP, 1947; Aziz, 1986).

The second educational endeavor was National Commission for Education, 1959. The commission stressed upon UPE and declared that it is important for social, economic, and political progress of the nation. The commission recommended eight years education as compulsory. In order to meet expenditures, community participations were suggested and, a special tax was introduced through which 50% funds would be collected at district level while rest of the 50% would be provided by the general provincial revenues. To supervise and manage these funds for universal compulsory education, formation of central coordination committee was recommended under supervision of President at national level. Accordingly, at provincial levels, it was decided to form provincial coordination committees to manage and supervise the funds at provincial and local levels (GoP, 1959; Aziz, 1986).

The first formal education policy was formulated in 1970. The recommendations of the NEP, 1970 regarding primary education included; increase literacy rate, merging primary and middle schools into elementary schools, making Islamic study compulsory upto class

V and establishment of authority for promoting adult literacy (GoP, 1970; Aziz, 1986). However, this policy document remained unimplemented due to war and political unrest (Irfan, 1995). Another policy was formulated to upgrade the education system called NEP, 1972-80. As like previous policies, this policy also stressed upon provision of free and compulsory education. The policy recommended that the education upto level X should be made free and universal in different phases. In the first phase up to class v should be made compulsory and universal. The schools would be upgraded and additional classrooms would be constructed in schools where there is high student-classroom ratio. Moreover, sufficient availability of teachers would be ensured at primary schools level (GoP, 1972; Aziz, 1986).

Another milestone was the NEP, 1978. This policy was put forward by the military led government. Again literacy and enrollment targets were set to be achieved within five years. The policy also prioritized to reduce dropouts. It was also decided to establish more schools at primary level and amalgamation of madrassas. To encourage student's enrollment, text books and other equipment would also be ensured at schools. It was also decided that Urdu language to be adopted as medium of instruction at elementary level (GoP, 1978; Majoka and Khan, 2017). However, this policy did not achieve desired goals due to lack of funds for policy implementation (Shahid, 2003).

The NEP, 1992 was another policy document formulated after comprehensive inputs received from the educationalists and experts. The elements of the policy include; to recognized primary education as fundamental right of every individual, making primary education compulsory and free so as to achieve UPE by the end of the decade, launching different teachers training programs according to curriculum and new concepts,

encouragement of private sector, establishment of new primary schools, and to take appropriate measure to reduce dropout rate (GoP, 1992). The National Education Policy 1998-2010 regarded elementary education described its legal obligation on the state in the light of Universal Declaration of Human Rights. The ratio of OOSC ratio was higher as more than 5.5 million children of primary level were out-of-schools and about 45% of the total enrolled students were dropping out along with one-fourth of the primary teachers having no training. The policy recommended to achieve acceptable level of literacy and to prioritize 45% children who are dropping out every year. Also, training facilities would be provided to teachers and special efforts would be made to tackle the issue of OOSC (GoP, 2001; Shami, 2005).

In 2009, the civilian government presented the Education Policy 2009. The set targets for primary education were: to enroll all children, by 2015; to put all possible efforts to provide the necessary financial resources to attain EFA goals, introducing food-based incentives to increase enrollment, dropout rate reduction, to invite International Development Partners for expanding school facilities through a well-developed plan; to take measures for making the school an attractive place for students; It was further recommended: to set 6 to 10 years as official age for primary education; Quality of education, however, it has still been regarded as a wild dream as a majority of students at primary school level possess low quality of education (GoP, 2009; Pervez, 1995).

In 2017 another policy called NEP, 2017-25 was formulated to overcome challenges of OOSC, low quality of education and uninform education system. In this policy at primary level, three major challenges were highlighted and prioritized in this document. To reduce OOSC ratio, it was recommended to improve infrastructure of the schools,

introducing afternoon shifts where there is lack of schools, improving schools facilities, removing budgetary barriers and other ways to tackle this issue. The education system in Pakistan is highly diverse and there is high difference between the students of public and private sector. To shrink this gape, it was recommended to bring curriculum reforms across the country, and to introduce common national teaching standards. The quality has also been regarded as very low for the public and low cost private schools. For this teachers teaching methods, students assessment mechanisms, and improving school environment are recommended to be improved in order to achieve quality education in schools across the country (GoP, 2017).

Since 1947 till 2017 various policies have been formulated to readdress the issues of low enrollment, OOSC, high dropouts, and upto some extinct quality of education. However, it is clear from the literature that the goals of the most of the policies were same. Even the goals of very first policy which were expected to be achieved within two decades are still seems to be unattainable. There were a lot of issues that hinder to achieve policy goals. In view of the Ahmed et al., (2012), poor policy evaluation, lack of political will, weak administration, lack of availability of funds were the few factors that plagued the implementation process. Government of Pakistan (1998) revealed that imperfect and weak implementation mechanism, lack of political will, poor training of implementers caused policy failures.

2.5 Theoretical and Conceptual Framework of the Study

The roots of this research study go back to a theory which is called “System Theory”. The understanding of this research study can be traced and related to system theory which was originally advanced by Ludwig Von Bertalanffy in 1930s and afterwards in 1969 in

his book “General System Theory” (Bertalanffy, 1972; Adams, Bradley, and Hester 2013; Allen and Friedman, 2014). This theory is universal theory and not only confined to natural sciences but can also equally be applied to social sciences. According to this theory, a system is a combination of different units which work independently or interdependently in order to achieve their desired results (Polese, 2010). This indicates that a group of people, assets, procedures or concepts anticipate to perform certain identifiable functions for achieving a goal. The system in this connection works as an input, transformation process and output approach in an environment. This can be clearly understood through following figure:

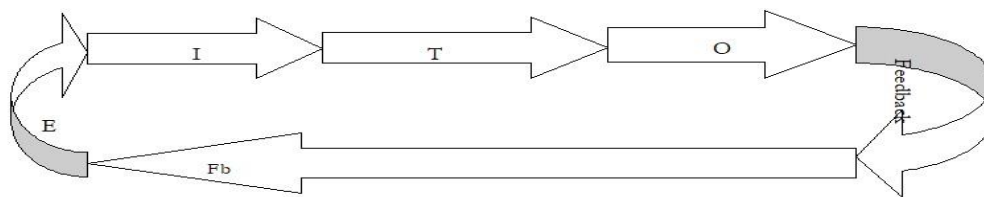


Figure 4.1: Conceptual Model of System Theory

E= Environment (Schools and Family)

I= Input (Facilities, Teaching Methodologies, Curriculum etc)

T=Transformation/Processing (Provision of Quality Education)

O=Outcomes (students learning outcomes, their performance and competencies)

Fb= Response of the students

Source: Littlejohn (1999)

In light of the above components of the framework i.e E.I.T.O.Fb it applies to an environment where there is an input processed to get an output. In the context of educational institutions this may be the whole institution, department or academic division. John (2010) stated that education is a priority function in the human resource production, and this production function is a relationship between input and factors that intervene to give a certain output considering to its quality. In the system of education, education production displays a functional relationship between students and schools as

an inputs to an associated output. To ensure that the education production function addresses the demands of the society adequately, the manager and the policy maker must determine precise and clear objectives and use inputs and strategies that would be transformed into a qualified output through a productive process. The output must possess certain capabilities in the form of abilities, skills, and knowledge that can be utilized in the productive sector of the economy.

In educational institutions there is interaction amongst teachers, administration, learners and learning goals. The schools as an educational institution consist upon an environment where teachers, parents, administrative staff and students interact each other and put their efforts as an input which is processed in order to get reliable outcomes in the form of student's performances or quality education. Teachers availability, qualification, methodology and facilities available in schools are utilized as an input in the environment i.e schools that after certain process transform into output in the form of students conceptual clarity, performance and quality of education. At the end feedback is the overall evaluation of the process which show whether the whole process go the way it intended or needs some planning and controlling.

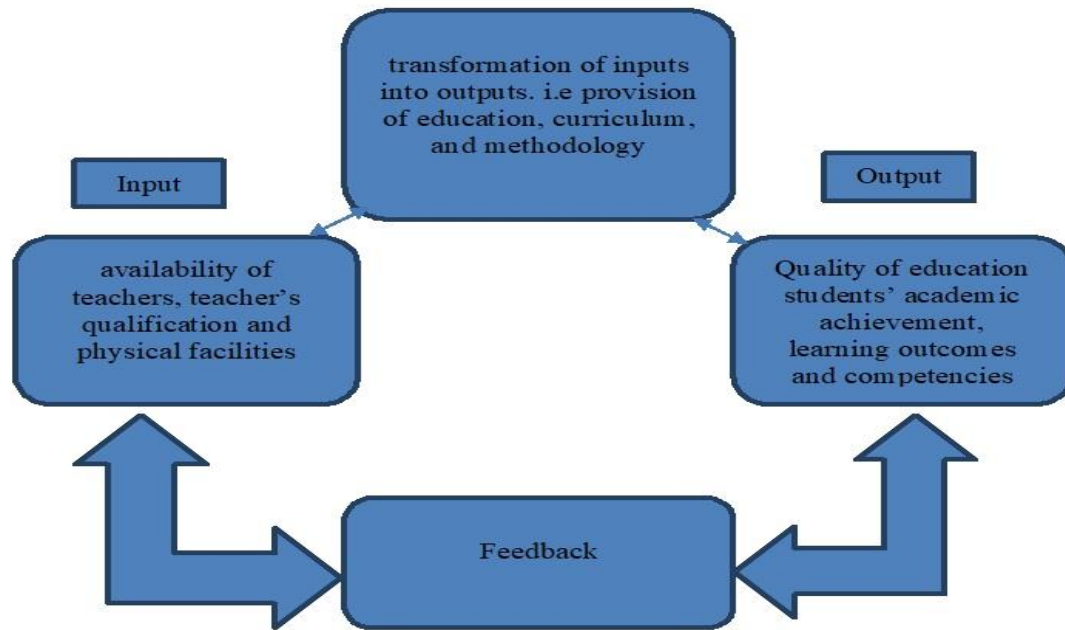


Figure 4.2: The Conceptual Framework of the Study

Source: Musa (2014)

An enough number of availability of teachers and their qualification enhances their teaching methodologies that effects students learning outcomes and thus ensures quality of education. Also physical facilities in schools such as availability of playground, availability of less crowded classrooms, availability of washrooms and clean water. It is evident from the literature that all these factors have positive effect on quality of education and students retention. Low quality is one of the factors due to which students do not retain at schools and dropout at some stage. Thus, ensuring qualified teacher's availability and facilities can uplift quality of education which can reduce dropout rate and increase enrollment rate at schools.

CHAPTER # 03

NATIONAL EDUCATIONAL POLICIES (NEPs)

3.1 National Educational Policies (NEPs)

Education is the backbone for development and has been considered as essential element for social, political and economic advancement. Education policy is a priority agenda for every nation across the globe. The development of education system largely depends upon good Government policies at both levels of formulation as well as implementation (Akram and Yang, 2021). Pakistan is among developing countries that faced critical educational problems over the past many years. Since 1947 till 2017 about nine educational policies were formulated for the development of education sector. These policies have mainly been formulated by the Ministry of Education. The first such policy effort was the all Pakistan Education Conference 1947 to make commitments for an educational system according to the needs and values of the Pakistani citizens (MoI, 1947). Since then subsequent governments have introduced various educational policies during their regimes viz. Commission on National Education 1959, New Education Policy, 1979; National Education Policy 1972-80; National Education Policy 1992; National Education Policy 1998-2010; National Education Policy 2009 and National Education Policy 2017. The key elements that drive educational policies in Pakistan are the attainment of overall literacy, UPE, improvement in rate of school completion, reduction in dropouts, improving quality, equity and access to education. The thorough review of the literature regarding NEPs since 1947 till 2017 is given below.

i. National Education Conference, 1947

At the time of independence Pakistan was facing various problems. In the initial months, the leaders were managing multiple challenges like poor infrastructure, dealing with

millions of refugees, security, violence, and restlessness. However, the government was fully conscious of the importance of the education. Therefore, in light of the recommendations in very first conference on education was held in November, 1947 in Karachi which developed a road map for reconstruction of future education system in Pakistan. This indicated the importance of education for newly-born state. This education conference was chaired by Quaid-e-Azam Muhammad Ali Jinnah in which Quaid in his historical message emphasized to restructure education system with regards to the vast developments and modern conditions that had taken place worldwide. He was of the view that academic education is only way to compete the world. The conference recommended the following key points relating to primary education:

- i. Up to six year compulsory and free education to be delivered and should be raised progressively to eight years in future.
- ii. Attainment of the UPE within two decades by 1967.
- iii. To provide pre-primary education aged between 3-4 years the private sector should be motivated.
- iv. Urdu should be considered common language across the county
- v. Teachers training programs should be commenced and provinces were directed to make necessary arrangements.
- vi. Education at primary school level should be co-education or otherwise as per the local needs.

Source: GoP Ministry of Interior (1947)

ii. Commission on National Education, 1959

A new commission on national education was arranged in December, 1958 in the era of President Ayub Khan. The main reason of the adoption of the resolution was that the existing education system was inadequate to meet the needs of the nation. Addressing on

the occasion the President stressed the re-orientation and re-organization of the education system which would meet the emerging challenges in the field of science and technology. The commission examined all the preceding reports and prevailing situation of the country and submitted a comprehensive report to the government in 1960. The salient features of the report regarding primary education are as follows:

- i. The commission recommended five years compulsory primary education with in the period of ten years and eight years compulsory education within a total period of 15 years.
- ii. Making a child functionally literate at primary level and to develop his personality and equipped him with basic skills and knowledge should be considered as main objectives.
- iii. The curriculum should be adopted that can enhance a child mental abilities and basic skills.
- iv. Religious education should be made compulsory at primary level and importance should be given to the teaching of national language.
- v. The school's furniture and building should be inexpensive, clean and simple.
- vi. Teachers training facilities should be arranged to improve teacher's abilities.

Source: GoP Ministry of Education (1959)

iii. National Education Policy, 1972-80

On 15 March 1972, the president Zulfikar Ali Bhutto presented the salient features of education policy 1972-80. He observed that the existing enforced education framework is inflexible and rigid. Therefore, there is a need to setup a new education system that could

furnish the emerging challenges in the field of education. Thus, a new policy framework was designed containing following main features relating to primary education:

- i. Education upto class five should be free and universal.
- ii. To meet the increased demand 38000 additional rooms for primary school classes would be constructed.
- iii. Prioritizing rural and backward areas through provision of school facilities.
- iv. Ensure free books and writing material to primary school children.
- v. Inclusion of 2.25 lac additional teachers in order to universalize elementary education.

Source: MoE (1972)

iv. National Education Policy, 1978

Another conference on education was held in 1977 with intends to formulate a better education policy. The salient features of the policy were presented by Mr. M. Ali Hoti, minister of education with the object that in the past various Governments formulated several policies but their efforts could not serve education sectors in its true spirit and much work is desired in this context. In spite of the growing illiteracy there is a need to clearly set directions, define objectives and develop practical plans through the process of education. Therefore, a new policy was drafted which reflects following salient features relating to primary education:

- i. Attainment of universal enrolment for boys by 1986-87 and to be ensured that all boys of the aged 4-9 were enrolled by 1982-83.
- ii. In the case of girls universal enrolment would be attained by 1992.
- iii. A target of 60% literacy rate would be achieved by 1982-83.
- iv. Establishing 17000 primary schools among which 1300 would particularly be established in rural areas. Also about 5000 mosque primary schools for boys would be established.

- v. Provision of equipment to the schools and supply of text books to all primary school children would be ensured.
- vi. Funds already allocated for primary education would not be used for other purposes.

Source: MoE (1979)

v. National Education Policy, 1992

In December, 1992 on the basis of guidelines issued by the Prime Minister, another education policy announced by the education minister. The policy was drafted after comprehensive inputs received from educationalists, members of the standing committee and administrators. Keeping in view the weakness of the existing policies, the entire education system needed to be reexamine and priorities to be fixed in order to develop a progressive and productive society. The thrust of the policy contained following key points:

- i. Status of the primary education had been recognized as fundamental right of every individual child.
- ii. Primary education should be made free and compulsory so as to attain universal enrollment by the end of the decade.
- iii. Teachers would be given training according to curriculum and new concepts.
- iv. Private sector should be encouraged as to develop primary education, however, its commercialization would be discouraged through strict supervision and control.
- v. About 107000 new primary and mosque schools would be established and 26500 teachers to be trained.
- vi. Addition of one room in 20000 one room schools and 24750 shelter less two rooms schools would be provided.
- vii. Appropriate measures would be taken to reduce dropout rate.

Source: MoE (1992)

vi. National Education Policy, 1998-2010

On 21st February, 1998, the sixth national education policy was drafted after a comprehensive process of consultation with administrators, scholars, representatives of NGOs and leaders of public opinion. The policy was represented in a national education convention which contains following salient features:

- i. Acceptable level of literacy by universalization of basic education should be obtained.
- ii. Provision of quality education.
- iii. Special efforts would be made to eradicate illiteracy and to promote primary education across the country.
- iv. The issue of 45% children who were dropping every year would be prioritize and relevant measures would be taken to reduce this number.
- v. Ensure teachers competencies through training programs.
- vi. High priority would be given to Out-of-School Children.
- vii. Management and supervision in schools would be improved through accountability.

Source: MoE (1998)

vii. National Education Policy, 2009

Again, like previous education policies, education policy 1998-2010 remained under critics and review for this policy was suggested which was initiated in 2005 and this review process was finalized in 2007. There were several reasons to draft a new education policy. The first reason that pressed the education ministry to launch a new policy before existing policy time horizon was desired results that were not produced by the existing policy. The performance remained poor in various key aspects including quality, equity and access to educational opportunities. Secondly, education for all (EFA)

and Millennium Development Goals (MDGs) were some international commitments motivated to initiate and upgrade policy version to tackle these challenges.

The major challenges prompted MoE to launch a new policy are given below:

- i. Poor education quality at primary school level.
- ii. Excess to primary education still remained low as 66% comparatively other regional countries.
- iii. Dropout rate was also higher as about 40% dropped out at some stage.

National Education Policy 2009 recommended following policy actions in order to strengthen primary education:

- i. The policy stated clear vision on quality of education and stressed upon provision on quality education to our children and youth enabling them to contribute in the societal development.
- ii. All children shall be enrolled in schools by 2015.
- iii. Government shall put all possible efforts to provide necessary financial resources to attain EFA goals.
- iv. As the dropout rate is higher at primary level so priority shall be given to reduce this rate and children who dropout due to poverty shall be provided food and financial support.
- v. In order to improve enrollment and retention at primary level food based incentives should be introduced for girls.
- vi. An attractive school environment shall be made and basic facilities to be ensured at schools.

Source: MoE, (2009)

viii. National Education Policy, 2017

The minister of education Mr. Baligh-ur-Rehman after broad consultation with the stakeholders drafted a new education policy which was called National Education Policy

2017-25. The policy highlights following challenges which needs to be resolved in order to achieve national education goals. These include:

- i. The foremost important challenge which is faced was declined NER at primary school level. Pakistan’s NER is 74% which is lowest than neighbor countries.
- ii. The rate of OOSC is also higher in Pakistan. Latest data shows that about 22.5 million children are out of schools which needs special attention.
- iii. Fourth challenge is providing quality education. The quality of education is very low as about 40% population is unable to meet minimum level of proficiency of reading and writing.

Under national education policy, 2017 following aspects have been priorities to step up at education index:

- i. To reduce OOSC rate and ensure that all children are attending schools.
- ii. Provision of quality education and making necessary efforts to improve quality.
- iii. Uniformity in education standards.
- iv. Enhancement of access to skills and trainings.

Source: MoE (2017)

Table 3.1: Objectives and Strategies from the Perspective of NEPs (1947-2017)

Policy	Objectives/Targets	Strategies
National Education Conference, 1947	<ul style="list-style-type: none"> o Free and compulsory primary education. o Social democracy, Islamic Ideology and character building. o UPE within two decades by 1967. 	<ul style="list-style-type: none"> o Establishment of advisory board. o Special Tax imposition to support primary education. o To encourage private sector.
National Education Commission Report, 1959	<ul style="list-style-type: none"> o Compulsory and Universal Primary education. o Female teachers for primary education. o UPE within 15 years by 1974. 	<ul style="list-style-type: none"> o Teachers training. o Provision of infrastructure o Provision of additional funding. o Formation of Central coord. committee.
The New Education Policy, 1970	<ul style="list-style-type: none"> o Emphasis on girl’s enrolment. o Social change for democratic society and equal access to education. o Universal primary education by 1980. o To increase enrollment. 	<ul style="list-style-type: none"> o Establishment of authority for promoting literacy. o Schools infrastructure development. o Provision of female teachers for primary education. o <i>The policy remained unimplemented because of political unrest</i>
Education Policy, 1972-80	<ul style="list-style-type: none"> o Free primary education. o Equal access to education for all. o Standardize low cost schools building o Girls enrolment. o Universal primary education for boys by 1979 and for girls by 1984. 	<ul style="list-style-type: none"> o Revising curriculum design for the emerging social and economic needs. o Prioritizing the rural areas. o Building up national cohesion. o Active participation of the students, teachers and parents in education.

NEP, 1978	<ul style="list-style-type: none"> ○ Rapid expansion of girls schools. ○ Attainment of 60% literacy rate by 1982. ○ Efforts to reduce dropout rate. ○ Universal primary education for boys by 1986-87 and for girls by 1992. ○ Dropout rate reduction from 50% to minimum level. 	<ul style="list-style-type: none"> ○ Increasing development funds from 13.2 percent to 32 percent. ○ Introducing non-formal means of education i.e mosques and muhallahs schools. ○ Setup of 17000 primary schools in country and 1300 particularly in the rural areas. ○ Free supply of text books. ○ Institutionalize Muhallas schools to provide educational facilities to female children.
NEP, 1992-2002	<ul style="list-style-type: none"> ○ 100% universal primary education upto 2002. ○ Dropout reduction. ○ Universal primary education through community participation. 	<ul style="list-style-type: none"> ○ Recruitment of new primary teachers and arrangements of training programs. ○ Special programme to retain girls students. ○ Provision of special federal fund ○ Up gradation of one room in each 20000 existing one room schools. ○ Curriculum from class 1-III developed and integrated. ○ Special incentive for those areas where female participation is low. ○ Establishment of primary schools directorate.
NEP, 1998-2010	<ul style="list-style-type: none"> ○ Prioritizing 5.5 million OOSC. ○ Special efforts to tackle 45% dropout every year. ○ Attainment of 90% enrolment rate by 2002. ○ Attainment of 105% gross enrolment rate by 2010. ○ Free and compulsory primary education act shall be enforced and enacted in phased manner. ○ Provision of quality education. ○ Uniform curriculum for public and private schools. 	<ul style="list-style-type: none"> ○ Revising Curriculum ○ In service teachers training ○ Raising entry qualification from matric to intermediate ○ Reforming existing examination system ○ Adaptation of evaluation system. ○ Opening of 45000 new formal primary schools to increase participation rate from 71% to 90% by 2003 and 100% by 2010. ○ Introduction of double shift in existing schools. ○ Improving management and supervision ○ Establishment of community based schools. ○ Provision of free text books
NEP, 2009	<ul style="list-style-type: none"> ○ Sustainable development. ○ All children enrolment by 2015. ○ Emphasis on quality of education. ○ Children retention. ○ Prioritizing dropout. ○ Attainment of EFA 2015 targets 	<ul style="list-style-type: none"> ○ Financial support to achieve EFA goals. ○ Provision of food and financial support to poor children. ○ International development partners to invest in schools facilities ○ Efforts to make schools attractive
NEP, 2017	<ul style="list-style-type: none"> ○ To reduce OOSC rate and ensure that all children are attending schools. ○ Quality improvement. ○ To increase the net enrollment rate from 74% to 100%. ○ Uniform education for all. ○ Skills 	<ul style="list-style-type: none"> ○ Insertion of Article 25-A ○ National cohesion ○ Improvement in governance and financial efficiency. ○ Active communication campaign ○ Allocating 7% of the GDP for education.

3.2 Critical Review of the Policies

Education has been perceived as one of the most significant factors that led to development and growth. The review of the NEPs and above table No. 3.1 shows that most of the objectives were common in all the policies. The aim of all these policies was

to resolve problems, challenges and concerns faced by education system in Pakistan. The key emphasis was the free and compulsory education, access to education, improvement in net enrollment, dropout reduction, UPE, and strengthening of education sector as a whole. GoP (1960) revealed that the accomplishment of the objectives which were expected from the very first Education Conference, 1947 were disappointing and no significant improvement in the UPE and provision of free and compulsory education was not achieved to the extent expected. The National Commission on Education, 1959 also came under lot of criticism. The recommendation of the commission were not entirely successful and the rate of implementation remained low and enrollment targets were also not achieved (Gop, 1970 & Aziz, 1986). The NEP, 1970 could not implemented due to political crises and war with India. NEP 1972-80 and 1978 also failed to achieve their targets. Ahmed (1989) argued that only 35% targets were achieved. New schools for girls were not built and participation rate again remained very low and targets of UPE and enrollment were not fully achieved (GoP, 1993). The NEP 1992 again remained unimplemented due to political unrest and financial constraints. NEP 1998-2010 recommended 90 percent Gross Participation Rate by 2002 and which remained 84 percent and NER remained 42 percent in 2002-02 and 54 percent in 2004-05 (GoP, 2006). According to NEP (2009) the policy did not produce desired educational results and remained deficient in several key features including equity, quality and access. Secondly, education for all (EFA) and Millennium Development Goals (MDGs) were some international commitments motivated to initiate and upgrade policy version to tackle these challenges. Therefore, NEP (2009) come up with its agenda primarily focusing on sustainable development through equity, quality and access. This policy is

only document emphasized quality of education along with other objectives. The policy first time recognizes the weakness of current educational system that are due to low access and quality of education (Ejaz, 2009). However, it could not produce good outcomes. The major criticism of this policy is that it makes education compulsory for all but it did not recommend implementation strategy and resources (Khushik and Diemer, 2018). Saeed (2015) also criticized this policy document by suggesting that it is overly ambitious, unrealistic and establishes no formal accountability and timeframe to achieve objectives. Nabi and Nazir (2020) stated that this policy recommended GoP to allocate 7 percent of the GDP by 2015 which become an utter wish. Also to introduce uniform curriculum for public and private schools could not be executed. Ejaz (2009) stated that this policy document does not deal with who, what and how will something be done. Another era began and new policy document was formulated in 2017 in the perspective of 18th amendment and SDGs. The government again set up national initiatives to increase literacy rate, removing illiteracy and providing fundamental education to all children. Accordingly, the state will achieve 100 percent literacy up to primary level by 2030 (MoE, 2017). On the other hand, no significant improvement was noticed and country is still lagging in achieving educational targets due to student's less survival and low enrollment rate (MoE, 2018). According to latest report, Pakistan literacy rate could hardly reach up to 62% that shows that 38% population still remain illiterate (Pakistan Economic Survey, 2018).

The review of the NEPs and related literature expose that since 1947, numerous ambitious endeavors in the form of conferences, commissions and policies have been introduced to readdress the issues of education sector but not a single program has been

fully enforced and has not been accomplished (Qaiser, 1999). Despite many efforts, the education system is still lags far behind the rest of the world. The outcomes that were expected from policies and plans seems to be unattainable. Many factors reveals very little or no progress during the past seventy years (Ahmed, et al., 2021). Khushik et al., (2018) revealed that besides imperative transformation of education system in Pakistan towards sustainable society, its education policies are still failing to address urgent local as well as global needs to protect people. Ahmed et al., (2014) also analyzed education policies and gave his opinion that Pakistan as a developing country which has been facing critical education problems from the very beginning and therefore, the system of education has failed to meet the aspirations of the nations. Parveen (2008) stated that primary education objectives were not fully achieved so far. Even though the common objectives that were formulated in almost every policies like UPE, free and compulsory primary education, dropout rate reduction and increase in enrollment rate were not achieved. In most of the policies, the theme of the quality of education was missing except NEP 1998-2010, NEP 2009 and NEP 2017 comes up with the objective of quality education. Among these NEP 2009 particularly emphasized a bit more on quality of education but no significant endeavors achieved in this regard. However, in reality the policies, programs and plans have failed to achieve their desired objectives. For example, the target of UPE that should have been achieved within two decades of the first policy formulation in 1947, has not been attained yet (Haq and Haq, 1998; Ahsan, 2003). According to UNDP Human Development Report, 2020, Pakistan is ranked 154th out of 189 countries on human development index scale which lower than its neighbor countries. Akram and Yang (2021) reviewed NEPs with a focus to enrollment and

literacy. The study on the basis of literature found that Pakistan's efforts towards increasing literacy and enrollment are yet failed to achieve and we are far behind than the rest of the world on enrollment and literacy indices. Pakistan Education Statistics, 2016-17 revealed that out of all 51.53 million children in Pakistan still 22.5 million are out-of-schools. Out of this about 5.06 million children are primary aged. Quality of education is as low as about 40% of the children aged 5-10 cannot read and write and cannot even do basic arithmetic (ASER, 2015). Dropout rate in Pakistan at primary level is 33% and student survival rate is only 67% which is a huge number that negatively impacts literacy rate in the country (NEP, 2017). Since the education has been recognized as fundamental human right, therefore, every government has introduced policies for the provision of educational facilities but still there is a need to do a lot in true letter and spirit. UNESCO global monitoring report 2017-18 indicates that Pakistan performs lower than its neighbor South Asian countries in net enrolment rate that also restricts country to achieve milestones in education sector.

3.3 Major Factors Responsible for Policies Failure

The review and analysis of the policies show that since 1947 till to date the key elements that drive education policies are the overall attainment of literacy, UPE, improvement in education completion rate, access, equity and dropout rate reduction while quality of education capture very little attention in the whole policies discourse. The education policies seem to have faced consistent issues in implementation. The policy critics of Khawaja, 1985; Azeem, Shakoor, Khatoon and Dogar, 2011; Rehman, Ahmad, Ali and Khan 2014; and Majoka and Khan 2017; indicated political will, corruption, high ambitious policies, lack of funds and political instability were the main obstacles in

efficient policy implementation. Khan and Khalid (2006) also argued that there were some other factors include medium of instruction issues, hazy means and goals and political interferences that led education policies not achieving their objectives. In view of the Bhattacharya (2009), social inequalities, lack of commitments and low funds allocation are the main reasons behind policy failures. The study of Ahmed et al., (2012) investigated causes for poor policies implementation. The study found inadequate financial allocations, inconsistency in successive government policies, untrained human resources, corruption, lack of political will, poor evaluation, corruption, political instability, centralized approach and poor monitoring systems are the causes that plagued the policy implementation process in Pakistan. Shahid (1985) holds that poor economic condition, lack of cooperation and non-participation of stakeholders are some factors responsible for poor policy implementation in Pakistan. Also, in view of Ali (2006) he considered several conventional gaps that are responsible for unattainable objectives of the policies. These includes; lack of commitment of political leadership, donor's influence, weak governance structure, resource constraints, ambiguous policy goals and centralization. According to Ahmad et al., (2012) lack of continuity in successive government policies, inadequate financial allocations, corruption, lack of visionary leadership, poor policy evaluations, political instability, lack of political will, poor follow ups and delaying tactics are the major causes that plagued the process of implementation in Pakistan. It further reiterates the policies goals in Pakistan are sublime and ideal. Moreover, the role of agencies in effective implementation is very important. Various policies initiatives are failed due to poor administrative machinery as agencies at grassroots level did not own the policies (UNESCO and GoP, 2003). The weak

management capacity of the education directorates at policy formulation levels and institutional heads at implementation level are factors responsible for this mess (Ahmad et al., 2012). Thus, due to above mentioned causes coupled with weak institutional structure policies remain unfulfilled and were unable to achieve desired results.

CHAPTER# 04

METHODOLOGY AND DATA COLLECTION TECHNIQUES

Considering the objectives of the study which are based on the review of the NEPs and a comparative analysis of the quality of education, therefore, research methodology of this study consists of following two parts:

- i. Qualitative part of the Study
- ii. Quantitative part of the Study

4.1 Qualitative Part of the Study

The first part of the study relies on literature review and document analysis. The review of the NEPs coupled with related studies is purely based on the secondary sources and information regarding NEPs, its objectives and gaps is collected from published reports by the GoP and other national and international publications and scholarly articles. The reports, publications and articles regarding NEPs have thoroughly been reviewed and tried to identify the main themes of the studies.

4.2. Quantitative Part of the Study

The second part of this study is based on a survey which is conducted in district Mansehra to compare the quality of education in public and private primary schools. For this purpose, primary data is collected through structured questionnaire from 30 schools and results of the data is presented in the form of tables.

4.3 Locale of Research

The locale of this research is district Mansehra which is one of the 34 districts of KP.

4.4 Research Design and Variables

Quantitative research and qualitative research are the two methods widely used in the most studies. The suitability of the method depends on the nature of research. Researchers have a wide variety of research design procedures from which they can select the best and suitable one to solve their specific research problems. Research design should be based on the required information, resource availability, and ability to manipulate the variables. It lays the foundation for conducting the research.

This research is cross-sectional in nature as information has been collected from selected schools of both public and private sectors through structured questionnaire. We also collected some data about student's performance in both public and private schools by taking a simple test that incorporated questions related to basic arithmetic and language assessment. Based on the literature review, following variables were identified that impact quality of education:

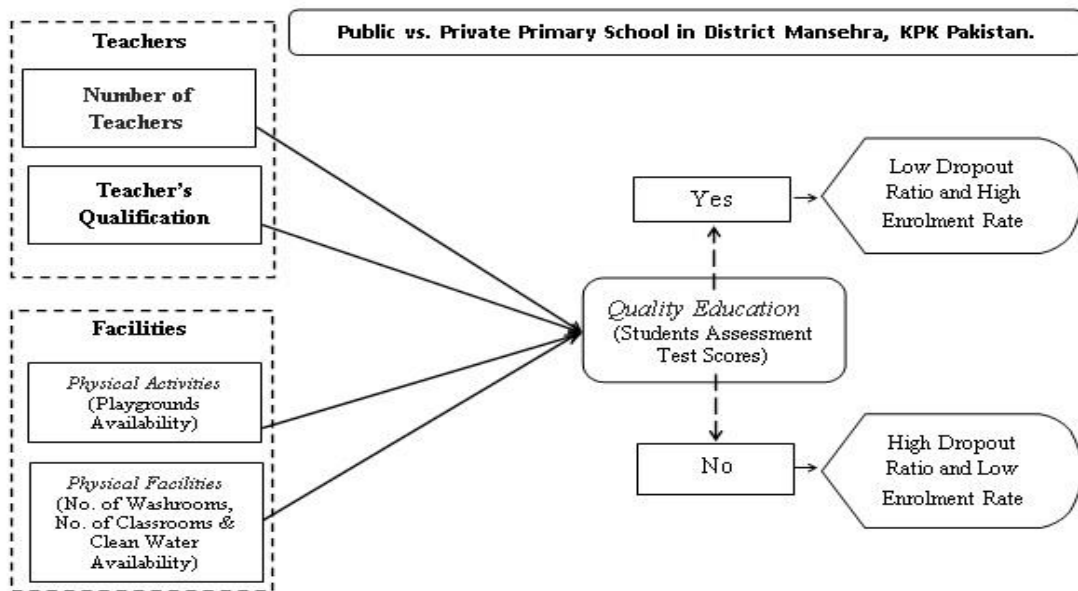


Figure 4.4: Variables on the Quality of Education

4.5 The Respondents of the Study

The respondents of this study include students, teachers, and administration of public and private primary schools. The questionnaire was sent to the respondents for their responses to the agreement for the questions presented in a questionnaire regarding the teachers and facilities in the pertinent school.

4.6 Sampling Technique

Sampling is a process where a necessary number of elements are selected from the population. There are two sampling techniques; probability and non-probability. Fig 4.4 below clearly describes the sampling method:

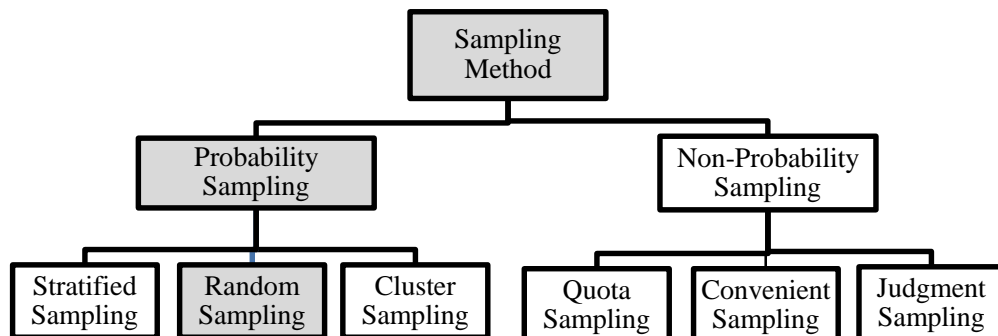


Figure 4.6: Sampling Method

Source: Churchill, 1996

This study utilizes the probability sampling technique with further Simple Random Sampling being employed to select the sample of the study (see the shaded rectangles). In the first part, the survey was conducted to obtain information regarding number of teachers, teacher's qualification and facilities available in schools from the administration of the schools by applying Simple Random Sampling Technique. An equal number of schools that is 15 schools from each sector have randomly been selected. Overall 30

schools have been surveyed in this regard. In the second part of the survey, equal number of students that is 225 from each sector schools have randomly been selected and tested for their basic arithmetic and languages competencies. Overall 450 students have been tested for their basic arithmetic and language competencies in order to compare education quality of both sectors primary schools.

4.7 Sample Size

An equal number of schools that is 15 schools from each sector have randomly been selected. Overall, 30 schools have been surveyed in this regard. In the second part of the survey, an equal number of students that is 225 from each sector school have randomly been selected and tested for their basic arithmetic and languages competencies. Overall, 450 students have been tested for their basic arithmetic and language competencies in order to compare the education quality of both sectors' primary schools.

4.8 Data Collection

4.8.1. Primary Data Collection

For the attainment of comparison of the quality of education in public and private schools and to identify the factors that affect the quality of education the primary data was used. A survey was conducted in both public and private primary schools of district Mansehra KP.

4.8.2. Secondary Data Collection

For the review of national Education Policies secondary, all the literature was extracted from the secondary source i.e., policy documents issued by the ministries, government reports, national and international journals and articles.

4.8.3. Questionnaire Design

The questionnaire was comprised of two parts. The first part was designed to obtain the information from teachers and the administration of the selected schools. Whereas, in the second part a test was conducted to check the basic arithmetic and languages competencies of the students.

Part One:

Part one of the questionnaire contains questions regarding the type of school: (public or private), type of education pattern: (Co-education, girls, boys), number of teachers and their education and salary, and finally the infrastructure of the school: number of classrooms, play area, number of washrooms and clean water availability, and the rent, total budget of the school.

Part Two:

Part two of the questionnaire has consisted of general tests taken from the students of each selected student of classes 2, 3, and 5. The pattern of the test is constructed based on the Annual Status of Education Report ASER, 2015.

4.9 Tools for Data Analysis

Numerous statistical procedures are available for analyzing data. Microsoft excel and Software Package Statistical Analysis (SPSS) was used to analyze the data. We used descriptive statistics and paired sample t-test to analyze the data.

4.10 Descriptive Statistics

Descriptive statistics issued to show the fundamental characteristics of the data in a study. Descriptive analysis summarizes the data into simpler form. The data collected from the

administration of the both sector schools has been analyzed using descriptive and frequency analysis by knowing their mean, standard deviation etc. the results are made in the form tables. The data regarding student's score of their aptitude test was inputted in MS. Excel in order to find mean and percentages of the students.

CHAPTER # 05

RESULTS AND DISCUSSIONS

5.1 Results and Analysis

The second part of this study is descriptive analysis of the quality of education of public and private primary schools which is compared through a survey conducted as a case study of District Mansehra. This part is related to the analysis and interpretation of the data obtained from the means of the questionnaire which is given below:

Table 5.1: Public Sector School's Statistics in District Mansehra

School	Male	Female	Total
Primary	833	661	1494
Middle	106	82	188
Secondary	82	54	136
Higher Secondary	24	16	40
Grand Total	1045	813	1858

Source: District Education Department, Mansehra

The above table No. 5.1 shows the total number of public sector schools by level located in district Mansehra. In district Mansehra overall 1858 public sector schools are functional. Out of this, a total number of 1045 are male schools while a total number of 813 are female schools. The ratio of male schools in district Mansehra is higher than female schools.

Table 5.2: Private Sector School's Statistics in District Mansehra

Schools	Male	Female	Total
Primary	122 Co-Edu.	-	122
Middle	625	629	1254
Secondary	276	261	537
Higher Secondary	104	122	226
Grand Total	1127	1012	2139

Source: District Education Department, Mansehra

The above table No. 5.2 shows the total number of private sector schools by level located in district Mansehra. In district Mansehra overall 2139 private sector schools are functional. Out of this, a total number of 1127 are male schools while a total number of 1012 are female schools. The ratio of male schools in district Mansehra is higher than female schools.

Table 5.3: Sector Wise % of Children in All Type of Schools District Mansehra

Public	Private	Others	OOSC	Total
40.8	35.1	4.4	19.7	100

Source: ASER, 2018

The table 5.3 above shows the percentage of children in all type of educational institutions located in district Mansehra. About 40.8 percent children are enrolled in public sector schools while 35.1 percent children are enrolled in private sector schools. In addition, 4.4 percent children are being educated by the other type of institutions i.e religious and self-schooling. In district Mansehra about 19.7 percent children are those who are not attending any type of schools and en-counted as Out-of-Schools Children.

Table 5.4: Sector Wise % of Children in Primary Schools District Mansehra

Public	Private	Others	OOSC	Total
45.6	33.9	4.8	15.7	100

Source: ASER, 2018

The table 5.4 above shows the enrollment rate of particular at primary level in district Mansehra. According to this table at primary level about 45.6 percent children in district Mansehra are being educated by public sector schools while 33.9 percent children are being educated by private sector schools. The percentage of children enrolled in public sector schools is higher than private schools in district Mansehra. other type of institutions in district Mansehra enroll 4.8 percent children while 15.7 percent children of the primary aged are OOS.

Table 5.5: Sector Wise Strength of the Surveyed Schools District Mansehra

Sector	Name of School	No. of Students		
		Boys	Girls	Total
Public	GPS Bagrian	160	-	160
	GPS Shadorpain	139	-	139
	GPS Hawagali	135	-	135
	GPS Bathu Bandi Shergarh	125	-	125
	GPS Hussainbanda	87	34	121
	GPS Safaida	91	39	130
	GPS Karmati	77	48	125
	GPS Center	121	-	121
	GPS Shahkot	137	-	137
	GPS Chalundrian	141	-	141
	GPS Kund	85	45	130
	GPS Murat Mera	92	55	147
	GPS Chohja	77	56	133
	GPS Dogahi	156	-	156
	GPS Bazargae	129	-	129
	Total:	1752	277	2029
	Private	Pakistan Institute of Modern Sciences	96	82
Eagle Scientific School		98	82	180
Hayat Foundation School Butti		96	54	150
Aims School		94	62	156
The World of Children		90	87	177
Bright Future School Dogai		92	70	162
The Scholars Academy		109	61	170
Ideal Educational Academy		111	51	162
Green Hills Academy		83	75	158
The Pioneers School of Modern Education		102	69	171
The School of Basic Education		98	57	155
Iqra School System		90	87	177
Abaseen Academy Belian		83	77	160
Hira Academy		95	34	129
Paradise School Kolaka		91	60	151
Total:		1428	1008	2436
Public-Private Grand Total:		3180	1285	4465

Table 5.5 shows sector wise total number of schools from both sector which have been surveyed in order to collect data. An equal number of schools i.e 15 schools from each sector have randomly been selected as sample size. Overall 30 schools from both sectors

have been surveyed. The total number of students in public sector schools was 2029 whereas; in private schools total number students were 2436. As a whole in both sector's schools the strength of the students was 4465.

Table 5.6: Demographic Information of Both Sector's Schools District Mansehra

Sector	Name of School	No. of T*	Teacher's Qualification				Facilities			
			Inter	Bachelor	Master	Above	NCR*	NWR*	PGA*	CWA*
Public	GPS Bagrian	4	0	1	3	0	4	2	No	No
	GPS Shadorpain	3	1	1	1	0	2	2	No	No
	GPS Hawagali	3	1	1	1	0	2	2	No	Yes
	GPS Bathu Bandi Shergarh	2	2	0	0	0	2	2	Yes	No
	GPS Hussainbanda	2	0	1	1	0	2	2	No	Yes
	GPS Safaida	2	0	1	1	0	3	1	Yes	Yes
	GPS Karmati	3	1	2	0	0	4	1	Yes	Yes
	GPS Center	3	1	2	0	0	4	2	Yes	Yes
	GPS Shahkot	4	0	0	4	0	4	2	Yes	Yes
	GPS Chalundrian	3	0	2	1	0	5	2	Yes	Yes
	GPS Kund	2	0	2	1	0	3	1	No	No
	GPS Murat Mera	4	1	1	2	0	4	2	Yes	Yes
	GPS Chohja	3	0	3	0	0	3	1	Yes	No
	GPS Dogahi	3	0	2	1	0	5	2	Yes	Yes
	GPS Bazargae	2	2	0	0	0	2	1	No	Yes
	Total:	44	9	19	16	0	49	25	-	-
Private	Pakistan Institute of Modern Sciences	6	0	0	6	0	17	8	Yes	Yes
	Eagle Scientific School	6	1	4	1	0	19	5	Yes	Yes
	Hayat Foundation School Butti	6	2	2	1	1	14	6	Yes	Yes
	Aims School	6	0	0	4	2	14	7	Yes	Yes
	The World of Children	6	2	3	1	0	15	6	Yes	Yes
	Bright Future School Dogai	7	3	3	1	0	10	3	Yes	Yes
	The Scholars Academy	6	0	3	3	0	18	4	Yes	Yes
	Ideal Educational Academy	6	1	4	1	0	22	6	Yes	Yes
	Green Hills Academy	6	0	6	0	0	6	2	Yes	Yes
	The Pioneers School of Modern Education	6	0	2	4	0	10	5	Yes	Yes
	The School of Basic Education	6	0	3	3	0	8	3	Yes	Yes
	Iqra School System	7	0	4	3	0	7	4	Yes	Yes
	Abaseen Academy Belian	7	2	3	2	0	13	4	Yes	Yes
	Hira Academy	6	0	6	0	0	11	5	Yes	Yes
	Paradise School Kolaka	6	0	3	3	0	8	3	Yes	Yes
		Total:	93	11	46	33	3	192	71	-
	Grand Total:	137	20	65	49	3	241	96	-	-

*No. of T= No. of Teachers

*NCR= No. of Classrooms

*NWR=No. of Washrooms

*PGA=Playground Availability

*CWA=Clean Water Availability

Table 5.6 shows demographic information of both sector schools which have been surveyed for this study. This table contains information of three main variables i.e No. of teachers, teacher’s qualifications and facilities available in schools. Teacher’s qualification further classified into four levels i.e intermediate, bachelor, master and above master. Whereas, facilities available in schools are also classified into four categories i.e No. of classrooms, No. of washrooms, availability of playground and availability of clean water. This table presents information about three variables each variable has been compared by using SPSS paired t-test in subsequent tables to get more reliable results.

Table 5.7: Descriptive Statistics of Total Number of Students

Total Number of Students	N	Minimum	Maximum	Mean	Std. Deviation	Total Students
Private Schools	15	129.00	180.00	162.4000	13.71027	2436
Public Schools	15	121.00	160.00	135.2667	11.79265	2029

Table 5.7 compares total number of students in both sectors schools. Private sector schools hold 2436 students in 15 schools. Whereas, public sector schools hold 2029 students in 15 schools. The mean of private schools is 162.4 while mean of public schools is 135. This table shows that private schools have more students as compared to public schools.

Table 5.8: Descriptive Statistics of Total Number of Teachers (N=137)

Total Number of Teachers in	N	Minimum	Maximum	Mean	Std. Deviation	Total Teachers	Teacher's-Student's Ratio
Private Schools	15	6.00	7.00	6.20	0.41	93	26/1
Public Schools	15	2.00	4.00	2.93	0.70	44	46/1

Table 5.8 compares total number of teachers in both sector schools. Total number of teachers in both sector's schools is 137. Number of teachers in private schools is higher than public schools which is 93 compared to 44 in public schools. The mean of private schools is 6.2 while the mean of public schools is 2.93. It means that in private schools per school teachers availability is higher than its counterpart public schools. Also, teacher's student's ratio in private schools is lower than public schools. Private schools have one teacher available for 26 students while public schools have one teacher for 46 students. Hence, there is a significance difference in the number of teachers in both sector's schools.

Table 5.9: Qualification of Teachers (N=137)

Total Number of Teachers in	N	Intermediate	Bachelors	Masters	Postgraduate/Above Masters	Total
Private Schools	15	11 11.8%	46 49.4%	34 36.5%	3 3.2%	93 100%
Public Schools	15	9 20.4%	19 43.2%	16 36.3%	0 0%	44 100%

Table 5.9 compares teacher's qualification of both sector schools. Master level has been considered as higher level of qualification while intermediate qualification has been considered as lower qualification to compare both sector teacher's qualification. This table illustrates that private schools have a slightly higher percentage of master's teachers and lower percentage of intermediate teachers than public schools. As a percentage to total number of teachers, private schools hold 36.5 percent master qualified teachers and

11.8 percent intermediate qualified teachers. Whereas, public schools hold 36.3 percent master qualified teachers and 20.4 percent intermediate teachers. In terms of lower qualification which is intermediate, public schools have more percentage of intermediate qualified teachers which is 20.4 than its counterparts private schools which is 11.8 percent. Moreover, private schools hold 3.2 percent postgraduate qualified teachers which public schools do not have. Thus, this table shows that there is a significant difference between teacher's qualification of both sector schools and private schools have employed more qualified teachers than public schools.

Table No. 5.10: Availability of School's Facilities

Variables		Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Number of Classrooms	Private Schools	12.80	15	4.78	1.23
	Public Schools	3.26	15	1.09	0.28
Pair 2 Number of Washrooms	Private Schools	4.73	15	1.66	0.43
	Public Schools	1.66	15	0.48	0.12
Pair 3 Availability of Playground	Private Schools	1.00	15	0.00	0.00
	Public Schools	0.60	15	0.50	0.13
Pair 4 Availability of Clean Water	Private Schools	1.00	15	0.00	0.00
	Public Schools	0.66	15	0.48	0.12

Table No. 5.10 represents the overall picture of the facilities available in both sector schools. Both sector schools have been compared on the basis of four main facilities i.e number of classrooms, number of washrooms, availability of playground and availability of clean water. In private schools per school number of classrooms is 12.8 as compared to public schools which is 3.2. Number of washrooms in private schools is 4.7 against 1.6 of public schools. Playgrounds are available in all private schools while in public schools

only 60 percent schools have playground. In terms of availability of clean water, all private schools have clean water facility in the form of water cooler whereas, only 66 percent schools from public sector have this facility. Rest of the schools have no facility of clean water. As a whole, this table shows that, private schools lead in terms of availability of facilities.

Table 5.11: Paired Differences of Facilities in Both Sector Schools

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Private Schools-Public Schools	9.53	5.04	1.30	6.74	12.32	7.32	14	0.000
Pair 2	Private Schools-Public Schools	3.06	1.43	0.37	2.27	3.86	8.26	14	0.000
Pair 3	Private Schools-Public Schools	0.40	0.50	0.13	0.11	0.68	3.05	14	0.009
Pair 4	Private Schools-Public Schools	0.33	0.48	0.12	0.06	0.60	2.64	14	0.019

Table No. 5.11 shows differences of the facilities between both sector's schools. The difference of the facilities has been calculated at 95% confidence interval. Difference between numbers of classrooms in both sector schools is 9.53. The difference between numbers of washrooms in both sector schools is 3.06. Availability of playground shows that there is a difference of 0.40 while availability of clean water shows 0.33 difference between both sectors schools. The value of t is higher for each variable which shows that there is a significant difference among facilities of both sectors schools.

Table 5.12: Test Score of the Students of Both Sectors Schools

Sector	Marks Obtained from 0-10												Mean
	0	1	2	3	4	5	6	7	8	9	10	Total	
Public	06	-	07	23	27	54	44	34	20	8	2	225	5.4
	2.6%		3.1%	10.2%	12%	24%	19.5%	15.1%	8.8%	3.5%	0.8%	100%	54%
Private	-	-	-	03	07	19	26	39	51	39	41	225	7.8
				1.3%	3.1%	8.4%	11.5%	17.3%	22.6%	17.3%	18.2%	100%	78%

Table No. 5.12 compares test score of the students from both sectors schools. The test comprising upon 10 marks as a whole covering basic arithmetic and languages competencies of the students. Total number of the students is 450 covering 225 students from each sector. The mean of public school’s students is 5.4 which is far lower than the mean of private schools which is 7.8. So, it can be interpreted that the private school students performed better than the public school students in the test.

Table 5.13: % of Failure in Both Sector Schools

Sector	Total No. of Students	Passed	Failed	Percentage of Failures
Public	225	162	63	28%
Private	225	215	10	4.4%

Table No.5.13 shows the number of students from both sector schools who have failed the test. Out of 10 marks, 5 marks were mandatory to qualify the test. In public schools among 225 students only 162 students qualified the test and 63 students failed the test. While in private schools out of 225 students, 215 students qualified the test and only 10 student were those who failed the test. As a percentage to total number of students, 28 percent students from public schools who failed the test whereas, 4.4 percent students

from private sector failed the test. The rate of failure is higher in public schools as compared to private schools. Thus, it is clear from the table that there is a significance difference between the competencies of the students and private school's students out performed than public school's students.

5.2 Discussions

Primary education is the foundation stage the most important stage that holds pivotal position in the whole education system. The higher levels which are anticipated to produce highly qualified professionals in different fields of life depends upon the quality of primary education. In developing countries like Pakistan quality of primary education is a major concern that surges dropouts, repeaters and high percentage of failures. Quality of education depends on various factors inside and outside the schools that needs to be investigated. This study aimed to review all national educational policies with the focus on primary education and also to compare the quality of education at primary school level in both sectors schools in district Mansehra in order to find out whether public sectors schools have been upgraded in terms of quality of education or not and what are the factors that determine quality of education. The vast review of the policies in chapter no 3 reveals that since 1947 till 2017 nine major educational policies were formulated in order to improve education sector. But no single policy has achieved its goals abundantly. Even the goals of very first policy have not been fully attained and the issues of UPE, quality of education, dropout rate and OOSC are still prevailing. The review of the NEPs and literature tells us that the quality of education has been given very rare attention in the whole policy discourse. Without focusing on quality of education, the whole education system is unsustainable and even basic targets viz. improving literacy, enrollment and

dropout reduction are still unattainable due to low quality of education. Many socio-economic reasons were identified in chapter no.3 that deteriorate education sector generally and primary level particularly to achieve its goals. This deterioration adversely impacted the whole education system due to which today we are far behind than the rest of the world in education as well as human development index.

Apart from review of the policies, we extend our discussion to the analysis and interpretation of the data which was collected by means of questionnaire to compare education quality in public and private schools located in district Mansehra KP. There are number of public and private primary schools located in District Mansehra. From the past few years, rapid growth has been observed in the establishment of private schools and their enrolment rate has also been increased over the time. On the other hand, public schools received less attention therefore, their enrolment rate declined over the time and the rate of dropouts increased from the past few years. The literature investigated some factors behind this, of which the quality of education is at the forefront. The quality of education status in both sector schools has been assessed and compared on the basis of teachers and facilities relating factors.

The research explored that in terms of number of teachers which is shown in table 5.8, private schools have more number of teachers than public schools. The teachers-students ratio in private schools is lower than public schools which is 1/26 against 1/46 of public schools. Synder et al., (2008); Shah & Masrur (2011) stated that teachers-students ratio greatly impacts students' performance as more number of students in classrooms cannot get full attention of the teacher thus effects performance and quality of education.

It is often assumed that the public schools teachers are more qualified than private schools as found by Hussain (1997). Table No. 5.9 indicates that the private schools have more qualified teachers than public schools. As a total number of teachers, majority of the teachers from private sector have master qualification. On the other hand, only 11.8 percent teachers in private schools have minimum education level of intermediate. Whereas, public schools have more intermediate and less master qualified teachers.

Facilities in schools also affect quality of education. In the view of Shah et al., 2019; Shami and Hussain, 2005 & Shami, 2006, the facilities in schools attract the parents and students that ultimately increases enrolment, retention and reduces dropout rate. The facilities available in both sectors schools have also been compared which are shown in table 5.10. The facilities have been examined based on four indicators i.e number of classrooms, number of washrooms, availability of playground and availability of clean water. The results show that public schools do not have as many facilities as private schools do. So it turned out that the private schools lead here too.

In addition, a test has also been conducted in both sector schools in which standard questions were asked from the students comprising upon basic arithmetic and languages. The results of the students in table 5.12 and 5.13 reveal that the private schools students performed far better than their counterpart public schools students. The mean of test scores of public schools students is 5.4 while the mean of private schools students is 7.8. Table 5.13 shows the rate of failures of both sectors school students which is 28 percent in public schools against 4.4 percent in private schools. The rate of failure in public schools is higher than private schools.

Thus, the discussion above articulates that in terms of elements of quality of education, this research supports the argument made in many studies that the quality of private schools is better than public schools, therefore, private schools gained significant expansion from the past decade as number of schools as well as enrollment rate. On the other hand, the quality of public schools is very poor which needs to be improved through robust policy intervention so that the objectives of enrolment, retention, literacy and dropout reduction can be achieved.

CHAPTER # 06

CONCLUSION AND POLICY RECOMMENDATIONS

6.1 Conclusion

Pakistan, like other countries has signed the Sustainable Development Goals (SDGs) agenda. Goal four of the SDGs particularly relates to quality education and lifelong learning. SDG 4 claims to enhance education status and quality for broader change to achieve sustainable development (MoPD&R, 2016). As Pakistan was unable to achieve EFA agenda by 2015 and remained at the bottom even below than Bangladesh and Sri Lanka. Thus, the SDG goals would not be an easy task to achieve unless a robust and fruitful policy measure are not taken. To surpass the bottom line and to get step up on the education index, government needs to consider primary education. The primary education is the foundation stage that prepares children for subsequent higher education levels. Pakistan education system generally and primary education particularly faced several challenges in imparting quality education as a results 44% of the total children are out-of-schools. Also a large number of children are dropping out every year (ASER, 2015 & Alif Ailan, 2015). It is evident from the literature that there are many reasons behind these problems and policy failure is one of them. In this regard, this study basically served two purposes. The first one was to review NEPs formulated by the GoP since 1947 till 2017 and second was to make comparative analysis of the quality of education in public and private primary schools in a case study of District Mansehra. The review of the policies and supporting literature indicates that no single policy has fully achieved its desired goals due to inconsistency in the process of implementation. Also, the review of the policy exposed that the quality of education has been given a very rare preference in

the whole policy discourse. Therefore, the targets of enrollment, retention and dropout reduction are not achieved. Low quality of education coupled with other factors already outlined in chapter 3 negatively impacted primary education as a result no significant improvement has noticed. By considering and overcoming these factors the education system may be able to meet local and international educational needs. Along with the policies another aim of this study was to compare education quality of public and private primary schools. For the purpose fifteen schools from each sector are randomly selected. Total 30 schools comprising upon 225 students from each sectors are used as sample size for this study. The data on three variables i.e number of teachers, teacher's qualification and facilities available in schools is obtained through structured questionnaire in which information regarding schools is obtained from the administration of the schools. While a test has also been conducted to compare the test score of both sectors schools students. The predominant findings show that private schools lead public schools in terms of number of schools as well as teacher's qualification. Also, in private schools more facilities are available than public schools. Furthermore, test score reveals that private schools are better in academic performance and their quality of education is far better than public schools. This research concludes that the number of teachers, teacher's qualification and facilities available in schools are better in private schools than public schools in district Mansehra. As a result, private schools students outperformed. Thus, these factors have impact on quality of education which needs to be improved in public schools so as to ensure quality of education and to achieve national education targets.

6.2 Policy Recommendations

In light of the discussion given above, following policy recommendations are suggested:

1. The review of the NEPs indicates that quality of education is given a rare preference in the whole policy discourse. Enrolling as much student in the absence of quality in the past has increased dropout rate as a result net enrollment rate remained stagnant over time. Therefore, quality of education should be emphasized while formulating education policies. It can be done through inclusion of incentives of quality of education in policy formulation and to create awareness.
2. The review of the NEPs also reflects that no single policy has achieved its desired objectives and even the objectives of very first policy are still unattainable. Therefore, there should be coordination amongst all stakeholders at both ends of policy formulation and policy implementation so that desired objectives can be achieved accordingly.
3. In Pakistan about 33% of the total educational needs are being full filled by the private sector and this research revealed that the private sector schools provide better education quality therefore, state should foster public-private partnership at primary school level to achieve quality, literacy, and UPE targets. It can be accomplished through financial assistance to manage expenses of private schools to enhance the quality and enrollment.
4. In most of the public schools, single or two teachers policy is a key challenge. A teacher cannot pay his attention to a large number of students at the same time. Therefore, an adequate number of teachers should be appointed and regular

inspections are made to ensure teacher's presence. Teacher's academic qualification also influence students' academic achievements. Teachers who are lower in academic qualification must be provided training facilities so as to improve their knowledge that would further transform into students' performance and quality of education.

5. Schools facilities are the essential features that attract a child to retain in school. Based on the findings of this research, public sector schools are performing poorly with regards to student-teacher ratio, student-classroom ratio than their counter part private schools. Access to basic facilities like playground, washrooms, clean water etc., may increase enrollment, retention and reduce dropout rate which should be ensured in public sector schools and additional classrooms may also be built in those schools where there is not enough classrooms or classrooms are overcrowded. For the purpose, more funds are allocated for least developed schools to build basic infrastructure.

6.3 Limitations of the Study

The first and most important limitation was that the Corona Virus outbreak was very high. Due to which schools remained closed for a long time. After that when schools opened, we found that the schools would open gradually and would run with 50% staff and students. All of this cost us a lot of time and resources.

Secondly, we intended to involve both girl's and boy's schools but as per district education department, no male individual is allowed to enter girl's schools. In this regard, KP elementary and secondary education department has already issued a notification vide No. SOG/E&SE/1-31/2018 in which no male personnel is allowed to enter the girl's

school for any reason. That is why it was not morally appropriate for us to visit girl's schools. However, to fill this gap we have covered maximum of those schools where there was co-education.

Also, it was very difficult to get any information about schools from school's administration. Before we could get any information, we had to contact their management and district education authority. Many schools were inclined that their information would be disclosed outside and they were reluctant to give any information. Thus, frequent visits caused aggravation from schools administration and in some cases the comments from the schools administration were rude. Despite, the problems we faced during survey, we had a lot to learn and was a lifetime experience.

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APPENDIXES

QUESTIONNAIRE

Questionnaire

Dear Respondents!

Assalam-o-Alaikum.

I am pursuing my M.Phil in Public Policy from Pakistan Institute of Development Economics (PIDE), Islamabad. As per requirement of the degree program I am required to do a thesis on "Comparative Analysis of Education Quality in Public and Private Primary Schools". Your response in this regard will highly be obliged and will only be used for research purpose and information given by you shall be kept confidential.

Name of School _____

Type of School (Tick relevant box)		Type of Education (Tick relevant box)	
Government	<input type="checkbox"/>	Boys	<input type="checkbox"/>
Private	<input type="checkbox"/>	Girls	<input type="checkbox"/>
		Co-education	<input type="checkbox"/>

Specify the number of students in each class:

Class	No. of Boys	No. of Girls	Total
Nursery/Katchi			
Prep/Pakki			
1 st			
2 nd			
3 rd			
4 th			
5 th			
Grand Total			

Please provide following details about teachers available for class nursery to 5th:

No. of teachers	Name of teacher	Teachers qualifications (Tick in box)	Net Salary (in Rs) (Tick one range box)	Are you aware of Research?
1.		Intermediate <input type="checkbox"/>	5000-10000 <input type="checkbox"/>	Yes <input type="checkbox"/>
		Bachelor <input type="checkbox"/>	11000-15000 <input type="checkbox"/>	No <input type="checkbox"/>
		Master <input type="checkbox"/>	16000-25000 <input type="checkbox"/>	
		M.Phil or above <input type="checkbox"/>	26000 or above <input type="checkbox"/>	
		Intermediate <input type="checkbox"/>	5000-10000 <input type="checkbox"/>	Yes <input type="checkbox"/>
		Bachelor <input type="checkbox"/>	11000-15000 <input type="checkbox"/>	No <input type="checkbox"/>
		Master <input type="checkbox"/>	16000-25000 <input type="checkbox"/>	
		M.Phil or above <input type="checkbox"/>	26000 or above <input type="checkbox"/>	
		Intermediate <input type="checkbox"/>	5000-10000 <input type="checkbox"/>	Yes <input type="checkbox"/>
		Bachelor <input type="checkbox"/>	11000-15000 <input type="checkbox"/>	No <input type="checkbox"/>
		Master <input type="checkbox"/>	16000-25000 <input type="checkbox"/>	
		M.Phil or above <input type="checkbox"/>	26000 or above <input type="checkbox"/>	
		Intermediate <input type="checkbox"/>	5000-10000 <input type="checkbox"/>	Yes <input type="checkbox"/>
		Bachelor <input type="checkbox"/>	11000-15000 <input type="checkbox"/>	No <input type="checkbox"/>
		Master <input type="checkbox"/>	16000-25000 <input type="checkbox"/>	
		M.Phil or above <input type="checkbox"/>	26000 or above <input type="checkbox"/>	
		Intermediate <input type="checkbox"/>	5000-10000 <input type="checkbox"/>	Yes <input type="checkbox"/>
		Bachelor <input type="checkbox"/>	11000-15000 <input type="checkbox"/>	No <input type="checkbox"/>
		Master <input type="checkbox"/>	16000-25000 <input type="checkbox"/>	
		M.Phil or above <input type="checkbox"/>	26000 or above <input type="checkbox"/>	

Number of Class rooms in School: _____ Play area for students (yes/no): _____ Number of Washrooms: _____
 Clean water availability (yes/no): _____ Building Rent/month in Rs. _____ Total School Budget _____

Signatures

Following test is designed for class 2 students in order to check their languages and Arithmetic competencies. Please follow the instructions and attempt all questions carefully.

(Class-II)

Name of Student: _____ School: _____

Ask student to read any 6 words.
5 must be correct.

Ask student to recognize any 6 numbers.
5 must be correct.

Father	Teacher	84	559	786
Moon	Flag	1000	1500	1670
Classroom	Ship	2150	2495	3420
Book				
Tree				

نیچے دیے گئے جملوں میں سے کوئی 4 جملے پڑھنے کو بولیں۔ 3 درست ہونے چاہیے۔	نیچے دیے گئے سیٹ میں سے کوئی سے 6 حرف پوچھیں۔ 5 درست ہونے چاہیے۔
1- میرا نام علی ہے۔ 2- میرے ابو ڈاکٹر ہیں۔ 3- میرا ایک بھائی ہے۔ 4- ہمارے ملک کا نام پاکستان ہے۔ 5- ہمارے ملک میں چار صوبے ہیں۔	آم جہاز ساتھیں استاد چلنا کامیابی شاگرد

Following test is designed for class 3 students in order to check their languages and Arithmetic competencies. Please follow the instructions and attempt all questions carefully.

(Class-III)

Name of Student: _____ School: _____

Ask student to read any 6 sentences.
5 must be correct.

بچوں سے کوئی سے 6 جملے پوچھیں۔ 5 درست
ہونے چاہئیں۔

1. My father is a pilot.
2. We live in a village.
3. My village is very beautiful.
4. I have one sister, whose name is Amna.
5. She likes to play Football.
6. My School bag color is Blue.

1. ایک کتا منہ میں گوشت کا ٹکڑا لیے
- ندی کے پل سے گزر رہا تھا۔
2. اسے پانی میں اپنا عکس نظر آیا۔
3. وہ سمجھا کہ یہ کون سی اور کتا ہے۔
4. جس کے منہ میں گوشت کا ٹکڑا ہے۔
5. کتا بہت لالچی تھا۔
6. لالچ بہت بُری بلا ہے۔

Ask student to solve 3,3 questions from each set. Two from each set must be correct.

Addition		Subtraction		Multiplication	
i.	$\begin{array}{r} 15 \\ + 14 \\ \hline \end{array}$	i.	$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$	i.	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$
iii.	$\begin{array}{r} 410 \\ + 321 \\ \hline \end{array}$	iii.	$\begin{array}{r} 432 \\ - 321 \\ \hline \end{array}$	ii.	$\begin{array}{r} 42 \\ \times 22 \\ \hline \end{array}$
ii.	$\begin{array}{r} 255 \\ + 110 \\ \hline \end{array}$	ii.	$\begin{array}{r} 55 \\ - 11 \\ \hline \end{array}$	iii.	$\begin{array}{r} 625 \\ \times 3 \\ \hline \end{array}$
iv.	$\begin{array}{r} 1050 \\ + 320 \\ \hline \end{array}$	iv.	$\begin{array}{r} 1250 \\ - 421 \\ \hline \end{array}$	iv.	$\begin{array}{r} 929 \\ \times 25 \\ \hline \end{array}$

Following test is designed for class 5 students in order to check their Languages and Arithmetic competencies. Please follow the instructions and answer the questions carefully.

Class-V)

Name of Student: _____ School: _____

Q.1 Ask student to read the story and answer the questions given at the end.

This is Sara's School. Its name is girls Primary School. It has thirty rooms. It has a large play ground where children play at break time. Sara likes to play there with her friends. The school also has a big computer lab. Sara is in class five. There are charts and Pictures in her class room. Her teacher's name is Miss. Amna. She is very loving and kind. Sara likes her School very much.

i. What is the name of Sara's School?

ii. Where does Sara Play?

iii. What class Sara is in?

iv. What is the name of Sara's teachers?

v. Who is very loving and kind?

Q.2 Circle the correct spellings.

i. Sleeping, Slepimg, Spelings

ii. Pictore, Picture, Picturee

iii. Cycle, Sycle, Cykle

iv. Foottball, Footbale, Football

سوال نمبر 1- بچوں سے کہانی سنیں اور آخر میں دیئے گئے سوالات کے جوابات لکھنے کو بولیں۔

میرا نام علی ہے میں چارم جماعت میں پڑھتا ہوں میرے گھر کے قریب ایک باغ ہے میں روزانہ اپنی امی جان کے ساتھ باغ کی سیر کو جاتا ہوں۔ وہاں ایک باغبان بھی ہے جو اکثر پودوں کو پانی دیتا ہے۔ مجھے پھولوں والے پودے بہت پسند ہیں اور مجھے اپنے گھر میں پھولدار پودے اگانے کا بہت شوق ہے۔ میرے شوق کو مد نظر رکھتے ہوئے امی جان نے ابو جان سے پھولوں والے گنا منگوائے، میں اپنے پھولوں اور پودوں کا بہت دھیان رکھتا ہوں۔
نوٹ:- اوپر دی گئی کہانی کو روایتی کے ساتھ پڑھنے کو کہیں اور مندرجہ ذیل سوالات کے جوابات لکھنے کو کہیں۔

1- علی کون سی جماعت میں پڑھتا ہے؟

2- علی کو کس چیز کا شوق ہے؟

3- علی روزانہ کہاں جاتا ہے؟

4- علی کا شوق دیکھ کر ابو جان کیا لائے؟

سوال نمبر 2- مندرجہ ذیل الفاظ کے متضاد لکھیں۔

الفاظ	متضاد
زمین	آسمان
شیر	
پھوپھا	
اچھا	
اچالا	

Ask student to solve the following questions. All questions must be correct.

i.	$\begin{array}{r} 3050 \\ + 1030 \\ \hline \end{array}$	i.	$\begin{array}{r} 1432 \\ - 1321 \\ \hline \end{array}$	i.	$\begin{array}{r} 15 \\ \times 5 \\ \hline \end{array}$	i.	$2 \overline{)40}$
ii.	$\begin{array}{r} 9589 \\ + 1430 \\ \hline \end{array}$	ii.	$\begin{array}{r} 8453 \\ - 7342 \\ \hline \end{array}$	ii.	$\begin{array}{r} 422 \\ \times 32 \\ \hline \end{array}$	ii.	$7 \overline{)595}$
iii.	$\begin{array}{r} 99432 \\ + 3321 \\ \hline \end{array}$	iii.	$\begin{array}{r} 12555 \\ - 11442 \\ \hline \end{array}$	iii.	$\begin{array}{r} 257 \\ \times 50 \\ \hline \end{array}$	iii.	$27 \overline{)648}$