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THE CAUSES OF FALL OF PUBLIC SECTOR SECONDARY SCHOOLS: SOME REMEDIES TO OVERCOME THIS FALL

Abstract

This study was aimed at investigating the causes of fall of public sector secondary schools in district Lahore, Punjab, Pakistan with the objectives to identify factors contributing to low performance of Government schools as perceived by experienced educationists and parents. Moreover to find out the opinions of the teachers, the administrators, the parents, and students about identified factors and the effects of demographic factors on opinions about the fall of public sector schools. In the end some of the suggestions also have been given to improve the standards of education. To conduct this survey a questionnaire comprised of 30 items was served over a sample of 192-teachers, 24-headteachers and 192-students from 24 public secondary schools that became 408 in total. Cronbach's Alpha reliability for the questionnaire was 0.79, ANOVA and t-test were applied to find out the significant difference between the opinion of three groups and afterward these opinions were compared on the basis of six factors that are Quality of education, Evaluation, Infrastructure, Fee affordability of the parents and their satisfaction, and professional skills. A significant difference between the responses of the teachers and students about the causes of fall in evaluation of education, quality of education and lack of infrastructure was found. Results from teachers responses represents that parents were not satisfied with the education system of Public Sector Secondary Schools, so it might be a cause of decline of Public Sector Secondary Schools where as they were satisfied about the professional skills of public sector secondary school teachers that they are proficient so, it might not be a cause of decline of Public Sector Schools.

Keywords: *Public sector, Secondary schools, Quality Education, Infrastructure, Professional skills*

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Introduction

The constitution of Pakistan admits this fact in section 25 (a) [10] that the state should provide free and compulsory education to all children from age 6 to 16. The constitution of Pakistan in article 37 (b) [10] binds the government to remove illiteracy and provide free and compulsory Secondary Education within possible period.

The constitution proclaims education as one of the basic needs of its citizens along with foodstuff, shelter, clothes, and medical facilities and the state is responsible for providing basic necessities to its each and every citizen without any difference of sex, caste, creed, and race (Article, 38-d) [10]. Moreover, Pakistan is also a participant of Millennium Development Goals (MDGs) signed by 189 countries.

The second of the MDGs targets to achieve Universal Primary Education and makes the governments bound to ensure that all boys and girls complete a full course of primary schooling (UNDP, 2000) [13]. The main aim of education is threefold physical, mental, and moral development of human personality. We find a constant fall in the standard of education. There are various reasons behind the problem. Everyone is equally responsible; the government, teachers, parents and students. The government is indifferent to the problems. The changing governments in the country have failed to assess the real causes of educational deterioration. The education administration is slack, corrupt and rather helpless against the student community.

There are no proper checks on the functioning of the educational institutions. Accountability is missing at all levels. The parents are equally responsible for the falling standard. Home plays the most important role in shaping the thinking and character of children and youth. In fact, a mother's lap is the first school for a child. Parents are over indulgent with their children. They are allowed to do as they please.

Lack of proper upbringing of children is a main cause of poor discipline. Parents have no strict control on youth. Followings questions were addressed in the study.

- How do the public school teachers perceive about the causes of fall of public sector schools?
- What are the perceptions of the public head-teachers about the causes of decline in public sector schooling?
- How do the school going children perceive about schooling at public sector schools?

Literature Review

Schools as Modified Bureaucratic Organizations

When most people think about schools, they usually have in mind what goes on in classrooms or individual school buildings, usually the ones they attended. But contemporary schools are a great deal larger and more complex than classrooms and buildings. In fact, they are large, formal, social, organizations, similar to other big organizations such as corporations or factories. These organizations are called bureaucracies. Schools are a special kind of organization. These unique characteristics include the particular historical, cultural, and economical context in which they developed and the type, specify and number of their goals.

Schools also are unique in the variety of ways people can participate in them, and their multiple lines of power and control. Teachers and other staff are hired for their professional training skills, and while they do have job descriptions which encompass most of their required duties, they generally are rewarded for longevity rather than for merit. In addition, their written job description may not include many of the duties required for the performance of their work, like hours of grading papers after school and sponsoring extra-curricular student activities (Gilani,2009) [4].

Millennium Development Goals & State of Education in Pakistan

The targets for Millennium Development Goals were set for 2015 in 2000. In the middle, EFA Monitoring Report (2008) highlighted 25 countries which did not achieve the desired goals; Pakistan was one of them. On the bases of the data for the academic year ending in 2008, Pakistan was ranked as 119 in a list of 128, just above countries like Yemen, Eretria, Ethiopia, and Niger countries across the globe were ranked (EFA Development Index & EDI Global Monitoring Report, 2011)[11].

The projections tell that more than 5 million children will be out of school at the end of the year 2015. Governments have assumed the liability of educating the youth for the last some centuries. In all the countries of the world, the governments established a school system run from the public investments. These government run Public Schools, became the main means for providing education, one of the basic human right to each and every citizen of the country.

The burden must be on the government and eventually on the public sector schools if the circumstance of education is not good in a country. The education indicators in the country are the most convincing proof of the failure of the public delivery system to do what it is hypothetical to (Kardar, 2011)[8].

Education system of Pakistan has failed to furnish the youth with the skills necessary for the development of a modern state, society and economy. The public schools and colleges educate the big majority of children. If their performance compared to the private sector educational institutions is rather poor.

Since education is a provincial affair after the passage of the 18th Constitutional Modification, it is however to be seen whether the provinces have the capability and necessary resources to manage education in a satisfactory manner (Bari, 2011a)[2].

Qadri (2011)[14] explored that “Pakistan is falling extensively short of its constitutional obligation to provide universal primary education. As demand for education remains high, poorer families will only send their children to a school system that is relevant to their everyday lives and financial provisions. The failure of the public school system to deliver such education is contributing to the madaris increases as it is to school dropout rates, child labor, negligence and crime.

Public school students are forcedly restricted to study an outdated syllabus and they are unable to compete in an increasingly competitive job market adjacent to the competitive products of upper class private schools that are taught in English, followed by a different curriculum and have a strong fee structure that is unaffordable to most families. The contribution of politics in the education sector created a lot of problems due to the inoculation of political appointments.

This further damaged public education like hell. Many educators, once cuddled up as full time civil servants, rise through the system in spite of having little if any interest and experience in teaching”. “The widespread phenomenon of non-functional, even non-existent “ghost” schools and teachers existed only on paper but eat a big budget is a warning of the level of corruption in this sector. Provincial education departments have insufficient resources and personnel to monitor effectively and clamp down on unchecked bribery and manipulation at the local level” (Bari, 2011b)[2].

Major Causes of the fall of Public School Sector

It was published in I-SAPS (Institute of Social Policy and Sciences) report, 2010[7] that the greatest loss for the public school sector is the dissatisfaction of parents with the public schools. Whatever the explanations may be, the biggest argument is not any other except the parents’ lack of trust on the public sector schools in this case. Failure to deliver quality of education has provided the private sector a space to thrive.

All the indicators show a significant progress of the private sector. Between 1999-2000 and 2007-08, number of private schools in the country increased by 105% comparatively during the same period, public sector schools increased by only 10%. Six million children were going to private schools in the year 2000 and this number rose up to 12 million in 2007-08 (about 34% of the total school attending children)[3].

The figure of the teachers in the private sector also doubled in this period. More than half of the urban school children are going to a private school. Even in rural areas now, more than 25% of the children are attending private schools (Pakistan Education Task Force, 2011)[12]. Parents have been by preferring private schools over public schools (Kardar, 2011)[8].

The worsening infrastructure of public school system, falling educational on Pakistan's poor, thus widening the linguistic, social and financial divisions between the privileged and underprivileged and increasing cultural and religious alienation that has led to violent protests. The public school system risks aggravating an expansion of violence if its problems are not quickly and comprehensively addressed far from limiting extremism.

Least Priority of the Government

The mass of the budget was allocated for current expenditures and major portion of the development expenditure remained unutilized. It simply shows that education is at least priority of the government and as a result of it, the supply of education both in quantity and quality went fall down than the community needs and demands. Parents were quick to respond to the situation by sending their children to private schools instead of public schools. A comparison of reports of Pakistan Social and Living Standards Measurement (PSLM) for the years 2004-05 and 2010-11 further makes stronger the case against the public schools.

Gross enrollment rate for government primary schools from the age of 5 to 9 in Punjab has reduced by 2% over a short period of six years.

The findings of the LEAPS report (2007) are realization for those who always have been in opposition to any voice against the public sector schools. According to the report, the achievement level of the students of the private schools was appreciably higher than those of the government schools. Children in public schools will be among the most terrible performing 20% in private schools in English, and the worst performing 30% in Urdu. Children in public schools will take 1.5-2.5 years to draw near to private school children in Class 3.

Private Schools are Showing Better Results

One of the major factors which determine the parent's selection of the school for their children is examination scores. Punjab Examination Commission (PEC) is responsible for grade 5 and grade 8 examinations in all over Punjab.

According to the report of Secondary Analysis of Examination Results 2010[9], PEC only in four out of 35 districts, the Public Schools perform better in grade 5 examination than that of the private schools; while in grade 8 examination, Public Schools achieved better results than private schools only in 3 districts.

The report further revealed that even though better infrastructures and learning conditions of public schools, private schools are showing better results. It further recommended that the factors promoting private sector schooling should be identified to help in improving the public schools. In the PEC examination 2011[13], same trends were seen.

On the analysis of the gazette result of PEC, it was seen that there were only 4 districts in grade 5, and 2 districts in grade 8 where public schools showed to some extent better performance than the private sector schools.

No Alternative of Private Sector

Private sector is playing its role in spreading education similar to many other countries. No doubt, this has become a gigantic profit making business as education is being taken as a product by the private sector. But the role of the private schooling cannot be overestimated or overvalued; it's just of being complementary to the government pains. The duty of imparting education to each and every citizen of the country at reasonable charges can only be achieved through the public schools; there is neither escape for them or any alternative.

Private Sector Vs Public Sector Schools

Rehman, Tariq & Tasleem, 2010[15] & Khan(2010)[9] that almost all the parents coming from established socio financial background simply do not like to send their children to public schools in a status conscious society like ours. But the actual problem has started when even coming from lower or poorer family backgrounds, parents are not choosing for the public sector schools.

Additionally by Bari (2011c)[2], even in government credentials such as the National Education Policy 2009 that the government cannot provide education to all children through the public system, particularly with respect to quality, and hence views the private sector as a partner in education, the role of which it would wish to see develop will ruin the struggles to educate the youth at very low price through public schools.

A great bulk of parents seems discontented with the public schooling; this dissatisfaction of parents has emerged as an important factor of concern for public authorized. Despite the fact that educational environment, teacher-student ratio, parents' education, their earnings and profession, and smaller size of classes at private schools are the few reasons that help parents in choosing a school for their children (Rehman & et al., 2010)[15].

Yet the uneducated and poor parents from rural areas are more anxious with teachers' commitment instead of the ornamented buildings of the establishment (Andrabi et al., 2007)[1].

Quality of Public Schools

The dissatisfaction of parent cannot be an overnight phenomenon. It is surely based on sound calculation and the main distress is the quality: quality of the institute, product, and teaching methodologies. But staffed with better educated and trained teachers getting higher remunerations (Imran, 2008[5]) and enjoying greater job safety and better service arrangement (Imran, 2008) [5], better communications, better corporeal services, vaster areas to be utilized (Iqbal, 2005)[6], government schools should have served the nation better than what they are offering today.

The lack of trust over government schools might be affected by those who have some vested benefits in emergent private sector education or privatization of education. The question leftovers whether public schools with their original undertaking of educating children of all backgrounds at a very inexpensive cost will survive or whether it will become the last option for disadvantaged and poor children with no other option while a greater section of population feel lack of enthusiasm to send their children to these institutions?

Research Method and Procedure of the study

The main purpose of the study was to figure out the causes and remedies of the decline of the public sector secondary schools in Lahore. For this, a questionnaire was developed to get information related to causes and remedies of the declines of the public sector schools from Teachers, administrators and students. A survey was conducted to collect the information from the population of the study comprised of; all the teachers teaching at public and private schools in Lahore district; the educational administrators of public and private sector in Lahore district and all of the students who were or remained a part of a government school.

The study had a very large population spreading over a vast area and coming from diverse sections of the society. A large sample was to be accessed to get a true representative sample but the limitations in time and resources could not permit the researcher to access to a very large sample use. The selection of the respondents for in depth study was made using convenience sampling.

In this way, the sample of the study consisted of 192 teachers, 24 head teachers and 192 students from 24 Secondary Schools of District. Lahore. Total sample was 408. Convenient sampling technique was used and description of sample was 24 Public Sector Secondary Schools of District. Lahore. 8 teachers, 8 students and 1 head teacher from were selected as a sample of the study from each school. Total sample of the study was 408.

Instrument of the Study, data collection & its interpretation

For this study a questionnaire was developed at five-point Likert scale to collect data from teachers, students and administrators of the public and private schools of the Lahore district. Reliability of the instrument for 30 items was $\alpha = 0.79$. Overall 408 of the total 365 questionnaires were received back from all of the schools.

In this way, the return rate of questionnaires became 89.4% of the total sample that was that were quite encouraging. Mean and Standard Deviation of scores were calculated. ANOVA and t-test was used to compare the responses of teachers, students and head teachers about the cause of decline of Public Sector Secondary Schools.

Table 3.1 *Mean and SDs of Responses of Participants about Concerns of Public Sector Secondary Schools*

Causes of Decline	Mean	SD
Quality of education	3.37	0.78
Evaluation	3.24	0.62
Infrastructure	3.67	0.90
Affordability of fee	3.82	0.84
Satisfaction of parents	3.37	1.02
Professional skills	3.28	0.75

Table 4.1 shows the concerns of decline of the public sector secondary schools. The factor evaluation have lowest Mean value ($M= 3.24$, $SD=.62$). It shows that majority of participants were neither agreed nor disagreed about evaluation related matters. The second factor in lowest ranking is professional skills. The participants' score ($M=3.28$, $SD=0.75$) is close to undecided about professional skills of teachers. Professional skills are not high ranked so it may be one cause of decline in secondary schools.

The third and fourth factors in lowest ranking are quality of education and satisfaction of parents. The participants' score about quality of education ($M=3.37$, $SD=0.78$) and satisfaction of parents ($M=3.37$, $SD=1.02$) is close to undecided about satisfaction of parents. The fifth factor in lowest ranking is infrastructure.

The participants' score ($M=3.67$, $SD=0.90$) shows that majority of participants were agreed that infrastructure is not a major cause of decline of public sector secondary schools. The sixth factor affordability of fee has the highest value in ranking. The participants' score ($M=3.82$, $SD=0.82$) shows that majority of Participants were agreed that Public Sector Secondary Schools are affordable for them.

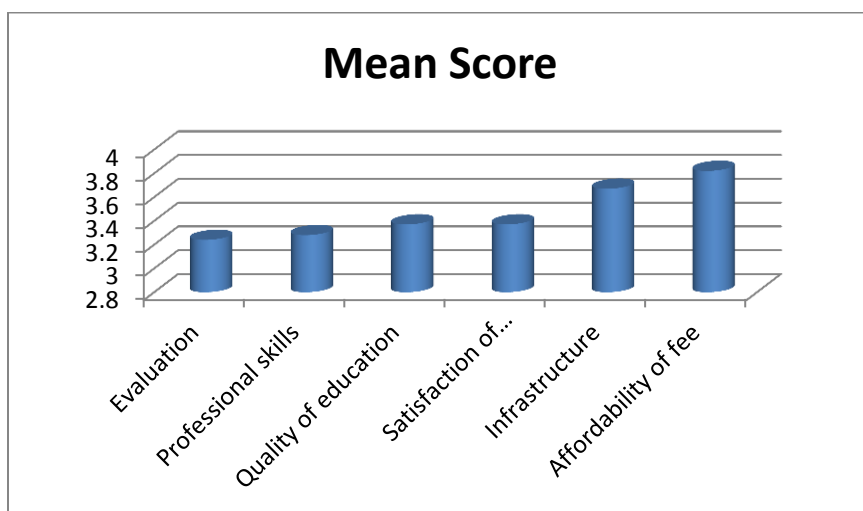


Figure 1 Mean of Responses of Participants about Concerns of Public Sector Secondary Schools

Table 3.2 Comparison of Teachers, Students and Head Teachers of Responses of Participants about Cause of Decline of Public Sector Secondary Schools by Using ANOVA

Variables	Teachers		Students		Head-teacher		F-value	P-value
	M	SD	M	SD	M	SD		
Evaluation	3.11	0.63	3.52	0.50	3.30	0.65	24.5	0.00
Professional skills	3.18	0.67	3.46	0.86	3.24	0.79	6.84	0.00
Quality of Edu.	3.34	0.82	3.43	0.74	3.42	0.84	0.63	0.53
Satisfaction of parents	3.35	0.96	3.44	1.12	3.58	0.91	1.09	0.3
Infrastructure	3.57	0.99	3.76	0.75	3.38	1.04	4.33	0.01
Affordability of fee	3.69	0.87	4.01	0.77	3.61	1.00	8.80	0.00

Table 3.2 shows the comparison of teachers with students and head teachers of responses of participants about cause of decline of public sector secondary schools. There is a difference between the responses of the teachers and students about the responses of the causes of fall in quality of education. The responses of teachers (Mean=3.34, SD=0.82) and students (Mean=3.43, SD=0.74), head teacher (Mean=3.42, SD=0.84) and (F=0.63, p= 0.53).

There is a difference between the responses of the teachers and students about the responses of the causes of fall in evaluation of education. The responses of teachers (Mean=3.34, SD=0.82) and students (Mean=3.52, SD=0.74), head teacher (Mean=3.30, SD=0.65) and ($F=24.5$, $p= 0.00$).

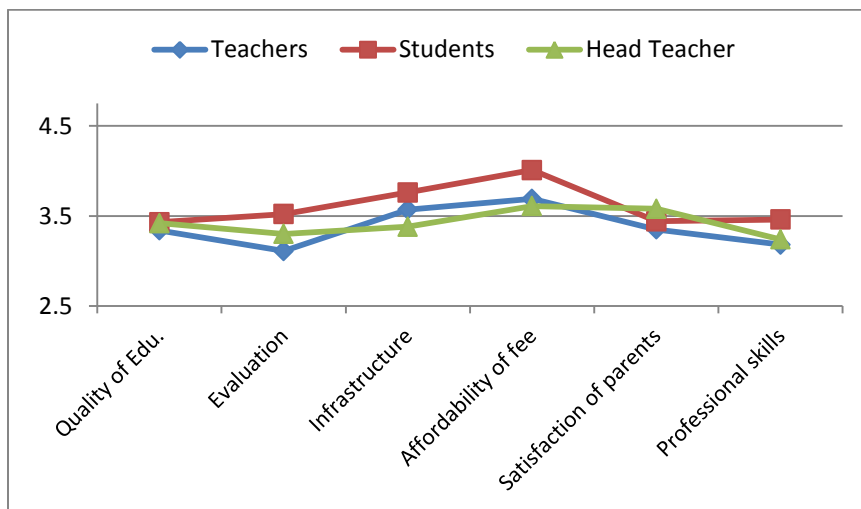


Figure 2 *Comparison of Teachers, Students and Head-teachers on Education Factors*

Graph shows the comparison of Teachers, Students and Head-teachers on Quality of Education, Evaluation, Infrastructure, Affordability of Fee, Satisfaction of Parents and Professional Skills

Table 3.3 *Comparison of Teachers, Students and Head teachers on Evaluation, Infrastructure, Affordability of Fee and Professional Skills by Using LSD Post Hoc*

Dependent Variable	(I) type	(J) type	Mean Diff. (I-J)	p.value
Evaluation of education	Teachers	Students	-.406*	.000
		head teacher	-.187	.103
	Students	head teacher	.218*	.046
Infrastructure	Teachers	Students	-.183	.107
		head teacher	.198	.349
Affordability of fee	Teachers	Students	-.318*	.001
		head teacher	.078	.828
	Students	head teacher	.397*	.828
Professional skills	Teachers	Students	-.283*	.001
		head teacher	-.055	.897
	Students	head teacher	.228	.155

Table 3.3 shows the comparison of responses of teachers, students and head teacher about the evaluation of education. There is a huge difference between the responses of the teachers and students about the responses of the causes of fall in quality of education. The responses of teachers (Mean=3.11, SD=0.82) and students (Mean=3.52, SD=0.74), head teacher (Mean=3.30, SD=0.84). Comparison of teachers and students is (Mean diff.= -.40, p = .000) and comparison of teachers and head teachers is (Mean diff. =.18, p=.10)

Table 3.4 *T-Test showing Difference between Teacher's Responses about Causes of Decline of Public Sector Secondary Schools on Quality of Education, Evaluation, Infrastructure, Affordability of Fee, Satisfaction of Parents and Professional Skills*

Variables	M	SD	Median	95% CI	t-value	P-value
Quality of Edu.	3.34	0.82	3.71	3.30-3.23	5.94	.000
Evaluation	3.11	0.63	3.10	3.28-3.24	2.61	.010
Infrastructure	3.57	0.99	4.00	3.43-3.71	8.20	.000
Affordability of Fee	3.69	0.87	4.00	3.56-3.81	11.2	.000
Satisfaction of Parents	3.35	0.96	3.33	3.22-3.49	5.22	.000
Professional Skills	3.18	0.67	3.33	3.90-3.79	3.85	.000

Table 3.4 shows that Public Teachers are agreed that Public Sector Schools (Mean=3.69, SD=0.87) have Affordable fee. Responses of Teachers (Mean=3.57, SD=0.99) show that infrastructure is not a cause of decline of the Public Sector Secondary Schools. Responses of Teachers (Mean=3.35, SD=0.96) show that parents are not satisfied with the education system of Public Sector Secondary Schools, so it is a cause of decline of Public Sector Secondary Schools. Responses of participants (Mean=3.34, SD=0.82) show that Quality of Education in Public Sector Secondary Schools has fallen down. Responses of participants (Mean=3.18, SD=0.67) show that Professional Skills of Public Sector Secondary School's teachers are proficient so, it is not a cause of decline of Public Sector Schools. Responses of participants (Mean=3.11, SD=0.63) show that Evaluation System of Public Sector Secondary Schools is not valid, so it is a major cause of the decline of Public Sector Secondary Schools.

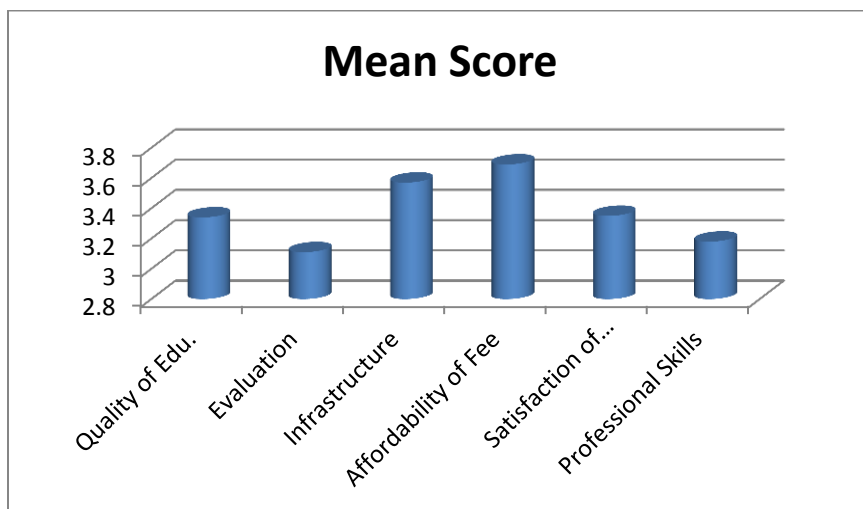


Figure 3 *Mean of Responses of Teachers about Causes of Decline of Public Sector Secondary Schools*

Table 3.5 *T-Test showing Difference between Student's Responses about Causes of Decline of Public Sector Secondary Schools on Quality of Education, Evaluation, Infrastructure, Affordability of Fee, Satisfaction of Parents and Professional Skills*

Variables	M	SD	Median	95% CI	t-value	p-value
Quality of Edu.	3.43	0.74	3.71	3.35-3.53	8.11	.000
Evaluation	3.52	0.50	3.61	3.52-3.59	14.6	.000
Infrastructure	3.76	0.75	4.33	3.65-3.86	14.1	.000
Affordability of fee	4.01	0.77	4.00	3.90-4.11	18.4	.000
Satisfaction of parents	3.44	1.12	3.66	3.32-3.84	5.64	.000
Professional skills	3.46	0.86	3.66	3.12-3.67	7.62	.000

Table 3.5 show that responses of Students (Mean=4.01, SD=0.77) show Students are agreed that Public Sector School have Affordable fee. Responses of Students (Mean=3.76, SD=0.75) show that infrastructure is not a cause of decline of the Public Sector Secondary Schools. Responses of participants (Mean=3.52, SD=0.50) show Evaluation System of Public Sector Secondary

Schools is not valid, so it is a major cause of the decline of Public Sector Secondary Schools. Responses of participants (Mean=3.46, SD=0.86) show that Professional Skills of Public Sector Secondary School's teachers are proficient so, it is not a cause of decline of Public Sector Schools.

Responses of Students (Mean=3.44, SD=1.12) show that parents are not satisfied with the education system of Public Sector Secondary Schools, so it is a major cause of the decline of Public Sector Secondary Schools. Responses of participants (Mean=3.43, SD=0.74) show that Quality of Education in Public Sector Secondary Schools has fallen down.

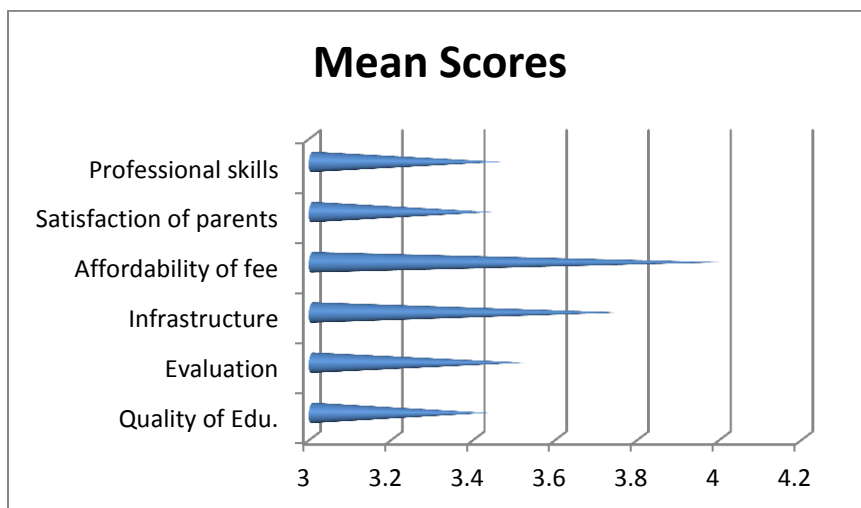


Figure.4

Students' Responses about Causes of Decline of Public Sector Secondary Schools

Table 3.6 *T-Test showing Difference between Head-Teacher's Responses about Causes of Decline of Public Sector Secondary Schools on Quality of Education, Evaluation, Infrastructure, Affordability of Fee, Satisfaction of Parents and Professional Skills*

Variables	M	SD	Median	t-value	P.value
Quality of Edu.	3.42	0.84	3.71	3.59	.001
Evaluation	3.30	0.65	3.60	3.30	.002
Infrastructure	3.38	1.04	3.50	2.57	.013
Affordability of fee	3.61	1.00	4.00	4.31	.000
Satisfaction of parents	3.58	0.91	3.66	4.53	.000
Professional skills	3.24	0.79	3.33	2.12	.039

Table 3.6 shows that responses of Head-Teachers (Mean=3.61, SD=1.00) show that Public Sector Schools have Affordable fee. Responses of Head-Teachers (Mean=3.58, SD=0.91) show that parents are not satisfied with the education system of Public Sector Secondary Schools so it is a major cause of the decline of Public Sector Secondary Schools.

Responses of Head-Teachers (Mean=3.42, SD=0.84) show that Quality of Education in Public Sector Secondary Schools has fallen down so it is a major cause of the decline of Public Sector Secondary Schools.

Responses of participants (Mean=3.38, SD=1.04) show that infrastructure in Public Sector Secondary Schools is in a good condition and it is not a cause of decline of Public Sector Schools. Responses of Head-Teachers (Mean=3.30, SD=0.65) show that Evaluation System of Public Sector Secondary School is not valid. Responses of participants (Mean=3.24, SD=0.79) show that Professional Skills of Public Sector Secondary School's teachers are proficient so, it also cannot be a cause of decline of the Public Sector Schools.

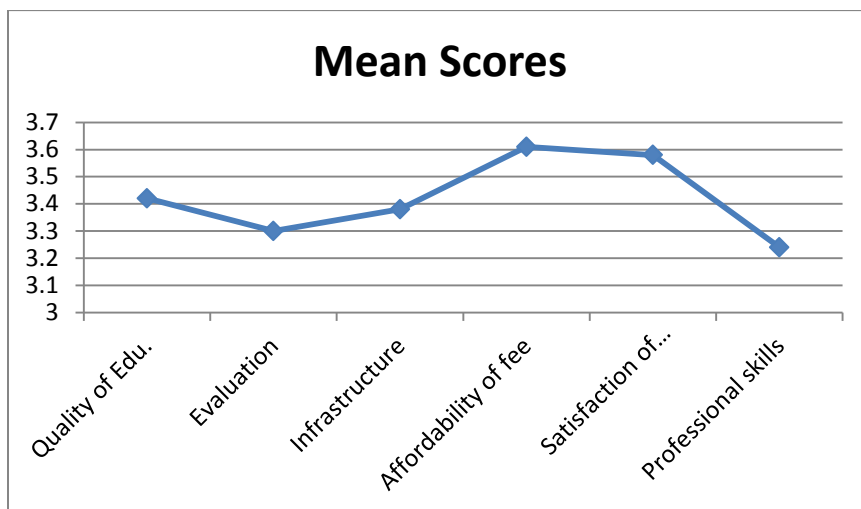


Figure 5 *Head-Teachers Responses about Causes of Decline of Public Sector Secondary Schools*

Conclusions

The majority of participants were neither agreed nor disagreed about the factors evaluation, professional skills; quality of education and satisfaction of parents. The majority of participants were agreed that infrastructure was not a major cause of decline of public sector secondary schools.

The majority of participants were agreed that Public Sector Secondary Schools were affordable for them. There was a difference between the responses of the teachers and students about the responses of the causes of fall in quality of education. There was a difference between the responses of the teachers and students about the responses of the causes of fall in evaluation of education.

There was a huge difference between the responses of the teachers and students about the responses of the causes of fall in quality of education. There was a big difference between the responses of the students and head teachers about the responses of the causes of lack of infrastructure of education.

There was a big difference between the responses of the students, teachers and head teachers about the responses about the affordability of fee in public schools. There was a difference between the responses of the students, teachers and head teachers about the responses about the professional skills of public teachers.

Recommendations

It is a fact that destiny of nation is formed in the classrooms. The education must be qualitative so that the students should expand necessary knowledge, skills, and attitude to present their responsibilities successfully. In a country like Pakistan where the population growth rate is about 3 percent, annually and only about 20 percent of the existing children are in the secondary schools, the support of the private sector is the most needed to share this titanic burden.

Government alone cannot build and run all the schools required for the purpose. So there should be an integrated set up for a quality education. Effective education policy should be decided in consultation with magistrates, educators, education experts, peoples' legislative body and students' representatives. No political involvement should be allowed in accomplishment of this policy.

Management by private educational institutions in the name of education should be regulated justly through legislation. These institutions should be made to boost up the standardized education on the one hand and on the other, to embrace all classes of the general public on basis of merit.

The curriculum of secondary level should be improved according to the needs of time and wishes of international requirements.

Introduce high quality selection system for secondary level teachers and offer the candidates better incentives. The administration of school should be effective and efficient and democratic approach should be introduced at school level as well. The evaluation system at secondary level should be organized and modern. Techniques must be used to evaluate the abilities of a child according to their individual differences and mental level.

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