

# Impact of Educational Policies on Quality of Primary School's Performance: Evidence from Pakistan

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## Abstract

The main aim of this research paper is related with the evaluation of effect of past Pakistani educational policies on primary education quality in Pakistan. The study provides a summary of the condensed history of educational policies, as well as a critical examination of educational policy making in Pakistan since its inception. For achievement of research objective, quantitative primary data has been gathered from primary school teachers of Pakistan. The sample size for this research comprises of 400 primary teachers. The findings are analyzed by applying correlation and multiple regression tests with the help of SPSS Software. The results of correlation entails that Textbook Quality and Matching with Labor are create to have statistically significant relationship with Quality Education. On other hand, results of regression indicated that only variable Matching Labor has statistically significant relation with Quality Education. It is proposed that the duties and tasks of the federal education ministry and subnational governments be agreed upon in order to establish an efficient national framework.

**Key Words:** Educational Policies, Matching with Labor, National Education Policy, Quality Education, Textbook Quality

## 1. Introduction

Educational policy, Singhal et al., (2003) claimed that, is defined as the educational policies and ideals of the government, which are governed by a system of rules and regulations that control the operation of the educational system. Childhood education, primary school, secondary school, graduate school, adult education, and professional education. for example, are of the various educational formats available. The educational strategy ensures that citizens of all ages have realistic physical and financial access to a diverse variety of post-secondary educational possibilities. The major goal of educational policy is to increase students' educational progress through enforcing criterion changes, which primarily involve accountability and assessment procedures.

In comparison to the modern world, Pakistan's educational system has been deemed to be very inefficient. Despite stated educational plans and objectives, Pakistan's education sector has not progressed. Lack of political will, inefficient supervision, a lack of resources, high corruption, poverty difficulties, an ineffective bureaucratic structure, and the rise of private sector education are the primary important failure factors cited. As a result, the report provided useful recommendations for improving the general quality and perfection of the educational system (Fatima & Nasr, 2010).

The general objective of this paper is to analyse the impact of past education policies of Pakistan for enhancement of quality of primary education in Pakistan The other objective of

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this research paper is based on the identification of factors that have worsens the primary education quality and intended to examine the effect of past educational policies of Pakistan on quality of Primary education system. For achievement of relevant objective, secondary data will be reviewed along with application of primary quantitative research methods.

## **2. Literature Review**

### **2.1 Policy on Education from 1947 towards 1959**

In August 1947, Pakistan declared independence from British rule, and the Pakistani region was very underdeveloped in most sectors, notably education, at the time. The "All Pakistan Education Conference" was held in 1947 to define the framework of Pakistan's educational system (Rozi et al., 2005). Quaid-e-Azam was unable to attend this meeting due to sickness, but he sent a telegram requesting suggestions for educational policies. The educational system in Pakistan must be centred on bright and brilliant individuals, be consistent with culture and history, instil a good sense of integrity and honour, and maintain a strong priority in area of technology and science. Furthermore, Islamic ideas must be included into the educational system (Rahman, 1997).

According to Jafarey, et al., (1968), this program could not be executed successfully due to growing immigration numbers and different administration problems as a new state, hence the British system remained in the educational area. Several committees were constituted during this meeting to ensure the success of primary and secondary education. The committees underlined the importance of a strong and well-constructed foundation of compulsory and free education.

Another meeting was held in 1951 to draught a six-year plan for national education development that spans the years 1951 to 1957. This plan was regarded as the first significant attempt for deliberating and anticipating various educational requirements. This technique showed additional constraints and problems, such as a scarcity of well-trained instructors, especially in basic schools (Fatima, & Nasr, 2010). Through the V-AID (Village Agricultural and Industrial Development) program, approximately 2.8 million of people to become literate each year, and numerous learning facilities have been built, as well as training materials were supplied to instructors (Talbani, 1996). However, in this decade, money and efforts were ineffective in achieving desired results. An examination of efforts over a lengthy period of time reveals that the rate of literacy has remained steady, if not decreased. After an entire decade, the literacy rate falls from 16.4 percent to 16.3 percent in 1950a (Mahmood, 2003).

The failure was attributed to the excessive insecurity of organizational and administrative systems. The first five-year plan was released after 2.5 years, at the end of 1957, and it was accompanied by the necessity of a unified and primary education system. The plan also emphasized the importance of basic education in preparing citizens to carry out civic and democratic obligations, as well as providing equitable chances for cultural advancement and economic growth (Papanek, 1967). The substance and organization of primary education were found to be woefully insufficient, and multiple provisions were made for teacher training, basic education curriculum improvement, and the construction of a school's local administration council. In 1959, the national commission on education recommended that subjects be divided into core and additional subjects, that national language be used as the medium of instruction, that science and technology education be prioritized, and that the Examination system includes a 25% internal and 75% external evaluation (Niazi & Mace,

2006). Religious education can be done in three levels, according to the 1959 policy: compulsory for middle school, voluntary for secondary school, and as part of university studies. A university grant committee will be formed, and the degree program will span three years (Fikree & Gray, 1996). Despite the fact that the educational strategy of 1959 is great and successful, Khan and Mahmood (1997) argue that it failed due to a lack of sufficient planning and implementation. The three-year degree program caused controversy among students and parents, and it was quickly abandoned.

## **2.2 Policy on Education from 1960 towards 1970**

In 1970, educational policy was primarily concerned with ideological orientation, science and technology education, educational decentralization, illiteracy elimination, and the formation of a national corporation for education. Due to a change in government, this policy was not implemented (Alavi, 1972). The second five-year plan, based on the goals of the 1959 policy, was published for the years 1960 to 1965. The fundamental goals of this strategy were to develop skilled personnel and responsible citizens via the formation of an educated community. In the second plan, Rs 990 million was set up with the goal of increasing the number of children attending school through 1965. Along with the present 18,000 primary schools, it allowed for the creation of around 15,200 additional primary schools. As a consequence, enrolment in West Pakistan climbed from 36 percent to 56 percent, and elementary education increased from 36 percent to 56 percent.

Furthermore, with the addition of teachers and training resources, the content of the curriculum has improved. Women's education received special attention during the period, with just 1.1 million primary school females out of a total of 4.7 million. In addition, the girls received a variety of services. Between 1965 and 1970, the third five-year program committed around Rs. 2652 million to basic education. The program's major goals were to establish reforms in science and technology education, promote socioeconomic progress, and work to develop cultural and spiritual values that were compatible with the contemporary world. Making youth of the national more positive about the full growth of each character and abilities. The ultimate goal was to improve the quality of education at various levels in order to achieve international construction work (Fatima, & Nasr, 2010).

Another explicit policy was introduced in 1970 confirming the government's commitment to achieving the goal of universal primary education to adopt the 1956 state policy policy and the 1962 constitution. It is also in line with the Karachi 1960 plan that promoted universal primary, compulsory and free primary education in the 1980s. However, despite all these efforts, all efforts were unsuccessful and did not bring much progress in literacy levels in Pakistan. The policy was aimed at universal and free enrollment up to fifth grade in 1980 and some pressure on girls' education. In rural regions, it is believed that around 100 million individuals are illiterate. In 1975, the objective was to reach 5 million individuals and encourage employers, particularly the government, to give work-based basic education in all working resources, with the most significant thing being the formation of a national education organization. However, due to East Pakistan's independence and the military government's fall, this programmer has not been executed.

## **2.3 Policy on Education from 1971 towards 1980**

From 1972 to 1980, Pakistan's educational policy was primarily based on the promotion of

Pakistani ideology, personality development, educational equality, universal education and curriculum based on society's socioeconomic needs, well-integrated science and technical education, and active participation of students, teachers, and parents in educational affairs, with nationalization of educational institutes being the most important factor (Zia, 2003). This method suggested an effective approach to educational advancement; yet, it is vulnerable to some challenges that were difficult to completely execute, such as agro-technical education and basic universal education trends (Warwick, et al., 1992).

In order to drastically improve Pakistan's neglected subject of education, the fifth 5-year plan was established for the period 1978 to 1983. The key component is an increase in literacy rates, which is critical for socioeconomic contribution. This strategy took a holistic approach to improving primary education by reinforcing the augmentation of physical facilities at schools and other proactive measures to reduce dropout rates and increase total teaching quality through improved provision. Between 1978 and 1983, the strategy advocated increasing educational expenditures from Rs 43 to Rs 88 per capita, and increasing education spending from 2% to 3.1 percent of GNP. Another important factor was to reduce the dropout rate from 50% to 40% and to boost the education of girls. Girls' enrollment is expected to grow at a rate of 9.6% each year, compared to 7% for males, according to the plan. The number of people enrolled in school grew from 33% to 45% as a result of this approach. This approach was developed largely for adult education and pushed for the development of 10,000 adult literacy centres in partnership with the Pakistani Ministry of Education, Pakistani Television Centers, Allama Iqbal University Centers, and other social welfare organizations. Graduate and master's level students are likely to join a volunteer corp. It was predicted that this approach will raise literacy rates from 24 percent to 35 percent by 1986, with a goal of reaching 100 percent literacy by 2010. Another educational strategy was proposed during a national education summit in 1979. The strategy intended to inspire adherence to Islam, as well as to establish the notion of the Muslim Ummah, equitable opportunities, and support for scientific and technical education. Curriculum revision, merging traditional and madarsa, Urdu as an educational medium, effective community contribution for literacy-based programs, connection of technical and scientific education, and separate in state for female and male and Mosque schools were all suggested as ways to achieve this goal. This initiative, however, was not well performed and failed owing to a lack of financial resources and preparedness (Shamim, 2008).

#### **2.4 Policy on Education from 1981 towards 1990**

In Pakistan, the decade of the 1980s saw considerable endeavors in the fields of literacy and education. The primary feature of this decade was the establishment of a LAMEC (The literacy and mass education commission) in 1981, which proposed a ten-point educational plan with a sixth five-year plan. In addition, in 1984, the National Literacy Plan was started. Literacy ordinance plan was announced in 1985 with the imposition of Iqra Tax and the start of Drop in school. Another countrywide literacy campaign was launched in 1986, and a new five-year plan was unveiled in 1988. LAMEC was renamed the "National Education and Training Commission" in 1989. (Uslaner & Rothstein, 2016).

In 1983, a countrywide training on female literacy was held by a Martial Law official. The ten points were the yearly summer drive as a public education campaign by many stakeholders such as the government, military forces, non-governmental organizations, and others should contribute, Graduate and postgraduate students were obliged to have received

Quranic Qaida, and the public sector was compelled to provide literacy programs for their personnel. An illiterate prisoner who qualifies for public organization will have his or her sentence reduced. Only literate individuals will be granted driving licenses and arms licenses, as well as rewards and incentives to villages and other rural areas, trophies and rewards for outstanding achievement in education, grants to non-governmental organizations (NGOs), Deeni education, and effective use of media such as radio and television to promote education (Usman, 2014).

The sixth five-year plan, which ran from 1983 to 1988, proclaimed the importance of education, a review of previous educational plans, a strong focus on girl's education and neglected rural areas, a mass literacy program, the use of mosques for overcrowded and new schools, the provision of buildings for shelter-less schools, building construction in urban areas, a mix enrolment system, separate school provision for girls, two teachers for all five classes, and the formation of learning communities. Furthermore, a two-year national literacy strategy totaling Rs 317 million was initiated in 1984-1986 in attempt to enhance the literacy rate from 26 percent to 33 percent. With the help of the concerned interim literacy council and non-governmental companies, around 250,000 literacy centres were constructed under this initiative. Another notable plan was the Iqra project, which attempted to literate the people by direct contact between instructor and student at any suitable location and at their leisure. Teachers were given a monetary incentive of 1000 rupees, and it was stated that around nineteen thousand people became educated as a result of the initiative (Oppenheim & Stambach, 2014).

Sharma, Shaukat, and Furlonger (2015), on the other hand, said that the Iqra project was not adequately implemented, and that there were severe flaws in the plan's monitoring. In 1985, a three-year initiative called "Drop in School" was launched in nine chosen districts in order to reach a reading rate of 53%. In 89 districts, various literacy centres have been established in towns and villages. During the years 1986 to 1990, Nai Roshni Schools overhauled this program. As a drop-in school extension, it was also surpassed by another initiative known as Nai Roshni Schools. It is based on a non-formal education strategy that comprises condensed courses that are equivalent to formal education. As a result, the literacy rate rises until 1990. The 7th five-year plan was created in 1988 with the goal of improving physical and human resource infrastructure by providing facilities to shelter fewer schools and adding classrooms to overcrowded schools. All elementary schools are required to contain at least three instructors, two classrooms, and a veranda. All primary schools have a pleasant seating layout. In this case, Ahmad et al., (2014) claimed that, despite all attempts, Pakistan's education system continues to suffer from chronic flaws, resulting in a higher literacy rate and the majority of children without access to school. The elementary school still lacked physical infrastructure, with around 29,000 primary schools missing a building and 16,000 schools having only one classroom.

## **2.5 Policy on Education from 1991 towards 2000**

Another national educational policy was implemented between 1992 to 2002, with the main goals of promoting Islamic values through education, improving feminist education, diversifying technical and general secondary education, developing demand-based curricula, expanding the scope of graduate and postgraduate education, and utilizing audiovisual aids to encourage private sector participation in literacy improvement. Because to changes in the state's political landscape, this strategy was not executed properly (Mahboob, 2009). The

eight programs were launched in 1993 and said that education is a necessary component of personal development and a fundamental right for all people. According to the plan, around a fifth of boys and half of girls were not enrolled in primary school, with a literacy rate of only about 35%. The educational strategy also aimed to raise educational standards in general.

Furthermore, according to Amjad and Burke (2015), despite adequate development in the number of different educational establishments, the desired aims were only partially realised. The majority of educational establishments were founded without the necessary infrastructure. Due to a lack of proper upkeep, the present educational infrastructure has degraded and deteriorated. Around 35,000 schools lack shelter, and the majority of schools lack essential amenities like as clean water, teaching equipment, and other necessities.

The educational standard is considerably below what is required, and the curriculum is irrelevant. Furthermore, instructional approaches and assessment are represented. Furthermore, there is an imbalance in the quality and availability of various educational facilities. The rate of failure and dropout, particularly at the terminal level, is consistently higher.

For the period 1998-2010, a new national education policy was adopted. The policy's main goals and objectives were to make the Islamic and Quranic principles an integral part of the educational system, to achieve universal and primary education, to meet each and every individual's fundamental educational needs, to expand fundamental education, to ensure equal employment opportunities for higher education, to focus on diversification, and to make curriculum development an ongoing and continuous process. Curriculum diversification, emphasis and expansion on science and technical education, quality improvement in Islamic Madaras, pre- and in-house service training, creation of multiple text books, and implementation of a comprehensive monitoring system were among the recommendations made in order to achieve this goal (Manan, Dumanig & David, 2015).

## **2.6 Policy on Education from 2001 towards 2010**

During the period 2001-2005, the major focus of national policy was on human resource expansion and development. The proliferation of compulsory education, free availability of text books, equal access to learning opportunities, improvement in overall perspective of high quality education, introduction of new curricula of education, development of training material and other learning resources, incentives for the private sector to promote education, and the most important aspect is the advent of computers on a large scale, as well as the expansion of research for higher education and the provision of funding for Madarsa affiliation (Tamim, 2014). National education policy has a temporal span of 2009 to 2015. The primary focus of national policy was on various policies and reforms relating to coordinated and well-integrated interprovincial operations. According to Haqqani (2015), previous educational strategies were not followed by an adequate implementation plan with insufficient monitoring and feedback. For the purpose of avoiding failure, a framework for implementation including feedback and a follow-up mechanism was incorporated into the NEP from 2009 to 2015. Each province has its own action plan, and issues raised at the UNESCO institute are addressed in this plan, such as education development and growth, equity considerations, curriculum revision, education financing and cost, and the incorporation of an information system for policy evaluation and monitoring. According to Razzaq (2016), NEP implementation is limited to framework development. There is no coherence between feasibility, affordability, and desire.

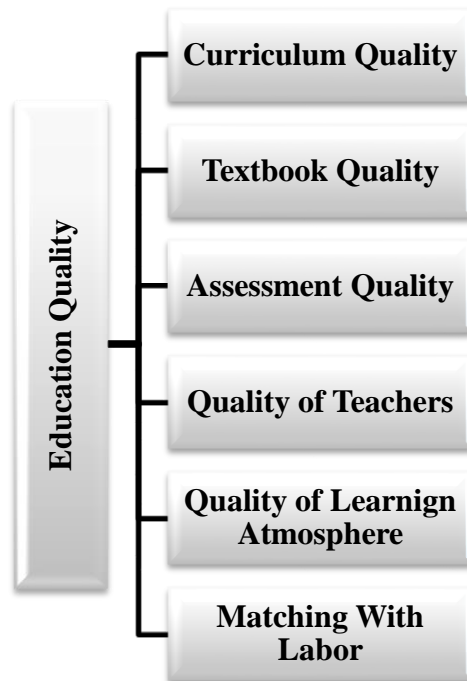
## 2.7 Policy on Education from 2011 towards 2016

The administration unveils the national plan of action in 2013. The plan's goal is to accelerate the achievement of MDGs relating to education (2013-2016). The strategy sought to expand school enrollment in the primary sector of education, raise the rate of retention and education completion of enrolled children, and improve the overall quality of primary education (Alvi et al., 2020). The national plan is also consolidated with eight provincial zones, each with its own set of domestic concerns and initiatives. The plan also calls for an increase in elementary school enrollment from 68 percent to 91 percent between 2012 and 2016. The key methods of this strategy are centered on increased student enrollment in existing schools, additional space provision, and the development of new schools, as well as incentives to attract and retain students, particularly females, such as food for education, stipends, uniforms, and many others (Cloughley, 2016).

## 2.8 Conceptual Framework

By reviewing above literature, the following variables are considered as pillar of quality for Pakistani primary education system.

Figure 1: Conceptual Framework of Research



## 3. Research Methods

A descriptive research design has been selected for this research project. It is based on questionnaire survey comprises of close ended questionnaire survey. A positivist paradigm aligned with quantitative data collection method has been selected. The population of

research considered consists of male and female teacher, gazette officers, senior teachers for primary schools of Pakistan. The researcher also adopted the purposive sampling methods and primary data has been gathered from Karachi, Peshawar, Quetta & Lahore. The SPSS version 21 is used for processing of all data. An informed consent is obtained from all research participants. The confidentiality and anonymity of respondent is also assured. The hypothesis developed for this project is as follow:

H1: Quality of Curriculum has influence on Quality of Education in Primary School of Pakistan

H2: Quality of Teacher has influence on Quality of Education in Primary School of Pakistan.

H3: Quality of Text Books has influence on Quality of Education in Primary School of Pakistan.

H4: Quality of Assessments has influence on Quality of Education in Primary School of Pakistan.

H5: Quality of Learning Atmosphere has influence on Quality of Education in Primary School of Pakistan.

H6: Matching with Labor has influence on Quality of Education In Primary School of Pakistan.

The following regression model has been developed

$$QE = \alpha + \beta_1 QC + \beta_2 QT + \beta_3 TB + \beta_4 QA + \beta_5 QLA + \beta_6 ML$$

Where:

A = Constant

$\beta_n$  = Regression Coefficient

QE= Education Quality

QC= Quality of Curriculum

QT= Quality of Textbook

QA= Quality of Assessment

QLA= Quality of Learning Atmosphere

ML= Matching with Labor

## 4. Results

### 4.1 Demographic Analysis

The response ratio for this research project is found to be 80% because 320 respondents out of 400 provided the complete information. The percentage of male and female respondents is found to be 50% for male and same for female.

The mainstream of teachers that participated in this research is falling in age range of 36 to 45 with 29.7%. In addition, the income range of Pakistani primary school teachers that contributed in this research project is Rs. 20 – 40k for majority of 59.7% respondents.

**Table 1: Demographic Factors**

	<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Gender	Male	160	50.0	50.0	50.0
	Female	160	50.0	50.0	100.0
Age	16 - 25	80	25.0	25.0	25.0
	26 - 35	64	20.0	20.0	45.0
	36 - 45	95	29.7	29.7	74.7
	46 years and above	81	25.3	25.3	100.0
Income	Below Rs. 20k	48	15.0	15.0	15.0
	Rs. 20 – 40k	191	59.7	59.7	74.7
	Rs. 41 – 60k	16	5.0	5.0	79.7
	Rs. 61– 100k	65	20.3	20.3	100.0

The reliability is determined with the help of Cronbach alpha coefficient on SPSS software. The values of Cronbach's Alpha are summarized in following chart. The reliability values confirm that all data is valid and reliable.

**Table 2: Reliability Statistics**

<b>Reliability Statistics</b>		
<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Curriculum Quality	.785	8
Quality of Teachers	.587	9
Quality of Textbook	.872	10
Quality of assessment	.872	10
Quality of Learning Atmosphere	.889	8
Matching With Labors	.896	7
Education Quality	.671	8

#### 4.2 Correlation Analysis

The purpose of correlation test is to determine the relationship between Quality education as dependent variable and selected independent predictors. The predictors are Curriculum Quality, Quality of Teachers, Quality of Textbook, Quality of assessment, Quality of Learning Atmosphere & Matching with Labors. The correlation results indicated that Textbook Quality and Matching with Labor have statistically significant impact on Quality Education (P-values <0.05). However, below table indicated that Text book Quality has statistically significant but negative relation with quality education as correlation value is found to be -0.465 that confirms that strength of association is weak negative with 46.5%. Nonetheless, p-value of .039 is lower as compared than 0.05 level of significance. On the other hand, the correlation of Quality Education with Matching labor is strong positive with values of 0.793 that corresponds to the 79.3% as well as statistically significant (P-Value < 0.05).

Table 3: Correlation

Correlations							
Quality Education	Curriculum Quality	Teacher Quality	Textbook Quality	Assessment Quality	Learning Atmosphere Quality	Matching Labor	Quality Education
Pearson Correlation	-.207	-.315	-.465*	.137	-.011	.793**	1
Sig. (2-tailed)	.381	.176	.039	.563	.963	.000	
N	20	20	20	20	20	20	20
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

### 4.3 Analysis of Multiple Regression Test

A Multiple regression tests are also applied by considering same variable considered in correlation test. The correlation of multiple coefficients is 0.867 that designated that there is strong positive association and connection among all variables. The strength of this affiliation is 86.7%. Additionally, R-square value is 0.752 that revealed the proportion of variation in response variable that can be explained by regression model. It also indicated the fitness of model that is 75.2% fit. Furthermore, the value of Durbin-Watson is 2.258 that specified that autocorrelation error is negligible in this model.

Table 4: Model Summary

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.867 <sup>a</sup>	.752	.637	.42870	2.258

The Anova outcomes provide the indication for dismissal of null hypothesis. The regression test also indorses that at least one of the independent predictor have statistically significant relation with education quality.

Table 5: Anova

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.232	6	1.205	6.559	.002 <sup>b</sup>
	Residual	2.389	13	.184		
	Total	9.621	19			

The most significant table is the coefficient table. It shows the p-values of individual predictors. The regression test directed that there is only statistically significant variable, Matching with Labor as (p= 0.001).

Table 6: Regression Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.965	2.270		1.306	.214
	Curriculum Quality	.625	.568	.324	1.099	.292
	Teacher Quality	-.468	.686	-.173	-.682	.507
	Textbook Quality	-.769	.509	-.288	-1.512	.154
	Assessment Quality	.404	.235	.300	1.719	.109
	Learning Atmosphere Quality	-.279	.307	-.176	-.909	.380
	Matching With Labor	.601	.135	.740	4.458	.001

The following regression model has been observed

$$\text{Quality Education} = 2.965 + 0.625(\text{Curriculum Quality}) - 0.468(\text{Teacher Quality}) - 0.769(\text{Textbook Quality}) + 0.404(\text{Assessment Quality}) - 0.279(\text{Learning With Atmosphere Quality}) + 0.601(\text{Matching With Labor}).$$

## 5. Discussion

The purpose of this research paper is to evaluate the quality of primary education system in Pakistan. In this study the results of primary quantitative survey entails that as per correlation results, two significant variables are found to be textbook quality and matching with labor. Moreover, the results of regression indicated that only one variable matching with labor has significant impact on education quality.

Sung and Jung (2018) emphasized that learning material and textbook quality are vital for primary school education. It is also considered as primary tool used by school to facilitate the students about the accessibility of skills and knowledge. Textbook are also well-thought-out as heart of school and provide interesting information to students as well as fantastic experience of learning. In addition, Textbook is also considered as the dominant source of authentic information source that is useful for development of behavioral attitude of student. Appel (2016) asserted that mismatch occurred in labor marker when labor supply structure is divergent from the demand of labor. In context of poor primary education system of Pakistan and elevating unemployment level, massive disparities would have significant effect on outcome of education. It also relied on extensive gap related to education accessibility, availability of teachers and overall quality of education. Teachers as labor are responsible for the determination of student learning eminence. Nonetheless, effectiveness of teacher is perplexing to predict and explicitly don't related with wages. In recent time, the recruitment and reward of teachers in Pakistan has become a contentious concern for contemporary education.

In the previous fifty years, the examination of theoretical background has revealed that Pakistan's educational policies have been founded on defining targets, bewailing the attainment of current and new goals with unqualified optimism, leading to continued policy makers at the expense of the public. The many tints and hues of governance, whether military or civilian, Islamic or communist, have made less variations in the way educational programs

are created, implying an explicit lack of political dedication to education or literacy. The essential reforms necessitate government initiatives as well as contributions from the public and commercial sectors, as well as an appropriate balance of formal and informal education. Similarly, technical - vocational training should receive a lot of emphasis. According to the findings, strategies are critical for effective policy implementation. The strategies aid in the establishment of a mechanism for achieving predetermined goals and objectives. The purpose of this article was to look at the roadblocks to the implementation of education policy in Pakistan. The lack of consistency, lack of direction, ineffective community-institution relations, absence of visionary leadership, corruption at the lower level, and devotion on behalf of policymakers and policy executors in Pakistan's educational sector are all highlighted in a critical analysis of the country's educational policies. Another factor for policy failure is a lack of follow-up mechanisms, responsibility for supervisors and authorities, and a training system for policy implementers and formulators. The research aims of this work are successfully addressed in this manner.

### **5.1 Implication of Finding**

The following proposals are made to enhance Pakistan's educational system:

- The duties and tasks of the federal education ministry and subnational governments must be agreed upon in order to establish an efficient national framework. The functions must be expressed in two tiers: one for interprovincial policy about the greater national issue of education, and the other for the development of a regulatory system for the standardization of the entire mechanism.
- It is recommended that greater financial incentives be provided to students in order to reduce the dropout rate. To accomplish this goal, more money should be set aside for the expansion of the broader education sector. To reduce the influence of corruption, favoritism, and nepotism in Pakistan's educational sector, an efficient monitoring and accountability system is essential.
- For the overall success of Pakistan's education system, effective planning is essential for the use of financial resources. Furthermore, the decentralization stage might exacerbate the delay in the proper deployment of measures at the national level. It is also proposed that the investment be improved gradually. It is advised that the public and private sectors form a cooperation. It has the potential to lower public spending on infrastructure as a whole.

### **5.2 Limitations & Future Directions**

Furthermore, the following recommendations are offered for future investigation.

- Due to lack of time and resources, a complete assessment of Pakistan's educational policy history cannot be provided. As a result, in the future, an effective study design comprised of a mix of methods such as quantitative and qualitative research may be carried out to further investigate the challenges with inadequate policy implementation in Pakistan.
- This study is based only on the accumulation and secondary research and primary quantitative data; the future author can obtain primary data from the target audience by conducting interviews or using other qualitative research methodologies.

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