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COMPARING THE IMPACTS OF PLURALISTIC
EDUCATION IN DISTRICT DERA GHAZI KHAN



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EDUCATION IN DISTRICT DERA GHAZI KHAN



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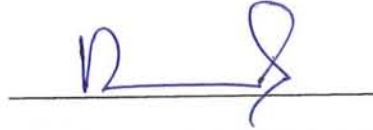
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Abstract

Education has an imperative role in human capital development. The output skills and the competence of an individual can be increased by the education. These things have most important role for the economic empowerment of a country. As we evaluate the Pakistan with other countries of the world the situation of education sector is not so good. The quality of education in Pakistan has a decreasing trend. It is observed that the situation of education in Pakistan is going downward and it does urgently need to be improved. For this purpose the quantitative study was conducted in the Dera Ghazi Khan. The sample size was the 120 respondents. The tool for data collection was the interview schedule. The simple random sampling technique was used. The SPSS version 16 was used as the tool for data analysis.

In the Dara ghazi khan an amazing findings were demonstrated by the researcher. He identified that the Public private partnership based schools were better the Private schools. On the other hand the private schools were more effective than Governmental schools. The abundance of the students got admission in the Public Private Partnership based schools leaving the governmental schools. However the Private schools were slightly better than the Governmental schools.

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Chapter No. 1

INTRODUCTION

In the mid of 19th century many countries that are now considered developed countries launched public education to instill a sense of national organization among their citizens and develop the basic skills required by newly industrializing economies. Variations in education systems emerged from countries unique institutional and cultural backgrounds (Alderman 2003). For instance Japan underlined schools primarily for the purpose of preparing industrial workers rather than developing individual talent. Britain's education system started out with the objective of promoting an elite class and Germany's more centralized system promoted early streaming in primary and middle school to develop specialized skills. Most developing countries with colonial backgrounds inherited the systems their rulers had introduced.

Several national campaigns targeting specific financial goals have been initiated by organizations with the broader mission of improving financial literacy. In 1995 the U.S. Department of Labor along with the U.S. Department of the Treasury and 65 public and private organizations, organized the American Savings Education Council (ASEC) "to educate Americans on all aspects of personal finance and wealth development, including credit management, college savings, home purchase and retirement planning" (Fox 2000). The Securities and Exchange Commission in partnership with almost 50 private and public entities encourages saving by way of their Facts on Saving and Investing Campaign which began in 1998 (Asadullah 2009).

Education has an important role in human capital formation. The productivity skills and the efficiency of an individual can be increased by the education. These things have main role for the economic empowerment of a country. As we compare the Pakistan with other countries of the world the situation of education sector is not so good. The quality of education in Pakistan has a decreasing trend. It is observed that the situation of education in Pakistan is going downward and it does urgently need to be improved. From the time of independent to present situation the education sector is failing to bring the satisfactory results. Education is a main factor for the socio economic development of country. The poor standard of education is one of the hurdles which stop to grow a country. The researcher say that in recent period government had made many reforms in the education system to uplift it but these reforms are not necessary to boost up the education system. The quality of teachers at primary level is still questionable. It is also important to note that without transforming the teachers we cannot transform the education system of Pakistan. For this purpose a lot of educational reforms were implemented to make changes in the field of teacher's education a series of education reforms in the area of teacher but there results were not sufficient in now a day education system of Pakistan is facing new challenges still it needs to be developed to compare with other countries of the world (Memon 2007).

1.1 Pluralistic education system in Asia

In 1947 Pakistan and India inherited a colonial system designed to prepare government and army officers to work for their British rulers. While the purpose of this education system for the Subcontinent was clear Pakistan has yet to define a clear postcolonial objective of education. A policy objective of investing in education for the purpose of developing the basic skills of all citizens for economic and social development still has to be clearly expressed and implemented by the federal and provincial governments.

The researcher Alderman *et al.* (1996) says that in Baluchistan the province of Pakistan the government have initiated two mega projects to improve the education situation and to create the private schools for the girls. The mega schools projects were successful in the urban areas. Urban schools promoted from larger supplies of children not obliged by government schools better convenience of teachers and more educated parents with higher incomes. The use of experienced school teachers in the urban mega projects was another critical difference.

The point to which education systems depend on private education institutions those controlled and managed by nongovernmental organizations such as a religious body, trade union or business enterprise differs considerably from country to country. This existed from systems where all education institutions are public institutions controlled and managed by a public education authority or a government agency to others

where a mixture of public and private institutions Portion the responsibility of teaching children. Private suppliers play an important role in the education system. They may or may not receive public funding and they may or may not be required to meet certain standards such as the delivery of a set syllabus or the professional and academic training requirements for their teaching staff. Pakistan is an example of a country that has both public and private sector educational institutions which has a larger amount of its youth joining private institutions than in many other countries.

All urban schools look self-sustaining or else require an uncertain grant whereas only one rural school may survive as a private school. These navigators show that private schools may offer a practical alternative supply of educational services to poor urban zones in developing countries. However they are not expected to offer solutions to undersupply of educational services to rural areas. The mega project of Baluchistan showed that promoted private schools can be a workable option for the urban poor. They are most liked to be a successful option for poor rural areas opined (Alderman 2003).

Recently Pakistan has made some international promises to provide quality basic education to everyone as a basic right (Government of Pakistan 2000). As according to the constitution of Pakistan The State should have to provide free and necessary education to all children at the age of five to sixteen years in such way as may be resolute by law National educational

assessment system described shocking situation about the performance of 3rd and 5th grade students. It was founded that most of head teachers tried to include different sponsors for improving the performance of schools. It was also founded that relationships between teachers and heads of the institutes were not good. Professional development opportunities for teachers were also rare (Niwaz et al. 2014).

1.2 Pluralistic education system in Pakistan

At start of the 1990 the public private partnership was first introduced into the education policies of Pakistan. In 1992 the Education policy recommended to invest into the private educational institutions instead of Government institutions whose inefficiencies were high and they were not doing so to improve the quality product into the education sector. The 1998 education policies specified to invest into the private institutions to improve the quality of education through NGO'S and private government sector.

In Pakistan there are so many schools which are designated as Public-Private Partnership schools. These are often characterized as private schools in that their control and management does not lie with government but rather with educational financiers, NGOs or donors interested in improving the quality of education. Where these schools differ from other private schools is that their students do not pay fees directly. Instead the students are provided with vouchers or the fees are paid directly to the schools on behalf of the students most commonly by an educational foundation provided with recurrent funding through government. The

benefit for government is that charge per student place is significantly lower than in the government sector. The best known schemes in Pakistan are those which run by the Baluchistan, Punjab and Sindh Education Foundations. Cheap or reasonable private schools in developing countries with those of South Asia produce better academic results than government schools. This overview seems true after description is taken of background variables such as maternal education and domestic wealth. A small number of these studies of private-public schooling have been in Pakistan mostly in the Punjab Pakistan's richest and most populous province. This study uses parts of a large countrywide survey in Pakistan (Annual Status of Education Report 2012-13) to evaluate whether students of private schools across Pakistan looks to overtake government school students. This is done by comparing test outcomes in Urdu, arithmetic and English across the school sectors. The study shelters light on the supply of fees and fee levels charged by Pakistan's private schools tests. The difference fee levels relate to variance academic outcomes considers some indication on the efficiency of Public-Private Partnership schools and offers some signal on overall quality in the private sector (Amjad 2012).

The results of the educational reforms are unhappy. The first plan in 1956 set a goal of universal primary enrolment in five years. It did not happen as expected. In 1979 another target of 68% enrolment till 1982 was set. It did not result well. In 1988 same target was set this time for universal enrolment by 1992 to 1993. Again it did not showed better outcomes. And have seen that universal primary education has still not happened (Barber

1997). The quality of education is directly linked with the public private schools and the main target of these schools has to collect money. They are not interested to develop the education standard or improve the education conditions. Except the some large schools like beacon house city Lahore Grammar and some others which have small percentage of the existing private schools the many others appointed teachers whose qualification is Metric, Intermediate or hardly BA and they are hired on so small salaries and they have no job security as compared to Government job holders. Some large schools have organized the teachers training programs, some are trained by the Governments institutions but most of them are without training and they are unfamiliar about how to teach. A few teachers in private schools have pre service training majority are just like a blank paper. The investment of private moneys to design finance construct operate and maintain a project for public usage for limited term is named as public private partnership. When the duration of the term expires, the title of the project goes back toward the Government without any cost. The current benefactors of education in Pakistan show that there has been a change in the method in which the education endowment is intellectualized. Most of the Public private partnership programs stay informal and have little influence on the essential challenges of access, quality, and equity because of being needful on NGOs or donor funds. In turn these short-term struggles pay to better destruction of educational planning and boost local disproportions. Here a question raises that why the public private partnership existed in the educational policies of

Pakistan. This question can be answered that national need, huge population and international pressures on the country paved the space to public private partnership.

1.3 Punjab education foundation

Through the act of parliament PEF was created in 1991 in Punjab but it started properly working after the restructuring in 2004 under the Punjab Education foundation act. The objectives were to encouragement and support of the private education sector in providing education to the poor's through public private partnership.

“Encourage quality education through public private partnership, support the effort of private sector through technical and financial assistance, update and develop new instruments and support private educational institutions to champion wider educational opportunities at affordable cost to the poor” (Punjab Education Foundation 2008).

Recently Punjab Education Foundation has started four initiative programs to improve the standard of education through private schools (Naeem 2012).

1.3.1 Foundation assisted schools

In Foundation Assisted Schools the private schools are paid by the Punjab Education Foundation. Punjab Education Foundation pays 400 PKR for every child.

1.3.2 Education voucher scheme

The cash transfer program is named as the Education Voucher Scheme. In this program the cash is directly transferred to the private schools to

provide education to downgraded and less wealthy areas in urban slums and rural areas of Punjab.

1.3.3 New school program

By this program new private schools are created and the special financial support is also given to the private education provide in this favor.

1.3.4 Continuous Professional development program of teachers

Through this program the capacity building and professional skills are improved by the different programs. The private schools are helped out by providing the qualified teachers and staff.

1.4 Rationale and prevalence of pluralistic types of education

For the need, prevalence and significance of pluralistic type of education, Bano (2008) illustrated that a range of public private partner enterprises in Pakistan those of the Punjab Education Foundation and Sindh Education Foundation. She summaries that at the time of writing the idea of public private partnership was one powerfully encouraged by international development institutions with the World and Asian Development Banks, UN and European Union agencies and aid administrations from Japan, Norway, the UK and USA. Expectedly perhaps Pakistan government went beside with this but maybe more in search of funding than of genuine educational partnership.

1.5 Statement of the problem

Public private partnership of schools is practiced in all the provinces of Pakistan as well as the entire world. In Pakistan different organizations and Government departments are working for the Public Private partnership of schools. They have different schemes and policies to support the private schools. However its ratio is greater in the south Punjab. In Dera Ghazi Khan Different schools are working as the public private partnership.

1.6 Objectives of the study

1. To compare socio-economic profile of students enrolled in three types of schools (Government, Private and Public-Private Partnership Based schools).
2. To ascertain the drawback in each system of schooling.
3. To find out the impacts of PPP in the education outcomes.

1.7 Significance of the study

Pluralistic type of education is a key to the progressive education. However these systems of education have overarching impacts on entire community. Pluralistic types of education provide the equal opportunity to each individual of cosmos. The research is prerequisite for the indigenous community as well as the entire world. The study will open eyes of local flesh to the education. It musters the people up their courage to getting education. The study will also guide the local community how to get the education in their few owned resources.

Chapter No: 2

REVIEW OF THE RELEVANT LITERATURE

2.1 Private schools supportive for the literacy rate

The education is now days very highlighted by all governments of the world. All developing countries are trying to achieve the targets of the Education for All 2015 projects. The traditional ways of education providing may not achieve the international targets for education (Muzafar 2007). The provision of education had not change and the difficulties in the provision of education still remain. The problems exist in the providing of formal education and out of school children in all over the world. The governments of all the countries in the world are not taking some serious steps they are doing like a considerable control in the education (Khatti 2010). There are so many factors which are supporting this project to improve the education. The Public private partnership has also an important role in the betterment of education sector. The donors are also emphasizing the government to apply the public private partnership policies in the education sector to achieve the targeted goals (Sarangapani 2009).

Andrabi (2006) found that the Private Schools were more efficient regarding the improvement in the literacy rate and quality of education. It was mainly due to the reason that the private schools had a small number of students and therefore have lower student teacher ratios than public schools. The provision of quality education with better facilities has motivated the parents to send their children to Private Schools. (Aggarwal 2000) have argued that poor parents also sent their children to private schools and bore the burden of fees. Most Pakistanis want their children to

learn English. Private schools offer all instruction in English, while Government Schools offer instruction in Urdu or the local provincial languages, and the recent survey in urban Pakistan found that 59 percent of households earning less than Rs 3,500 had children who were enrolled in private schools in the city of Lahore. Similarly, in the low income and economically deprived Orangi district of Karachi, a surprising 60 percent of all enrolled children went to private primary schools. The parents send their children to certain type schools considering many things. (Aslam 2003, 2009) argued that Private Schools performed significantly better than the other types of schools. The trend towards private schools is increasing in both the area the urban area as well as the rural area. As the private sector is more active in the urban areas as compared to the rural areas the ratio of enrolment of students in the rural areas is less when compared with the ratio of the urban students. The Economic Survey 2005-06 told that approximately half of the enrollment in urban areas at primary level was in private schools while in rural areas private school enrollment increased from 15 percent in 2001-02 to 18 percent in 2004-05 (World Bank 2002). As the preference for private school education becomes more widespread in Pakistan, the debate on the relative merits of public and private education has gained increasing relevance and importance. To assess the differences in the educational outcomes of the students in the two streams, it is necessary to isolate the pure effect of school choice.

2.2 Role of government for education

The facilitators of education in Pakistan indicated that there is a shift of education planning to public private partnership. Most of the public private partnership programs are for the short and limited term of purposes. Due to the dependency on the NGOS and other donors sources the main targets cannot be achieved exactly. These impermanent struggles take part to spread the regional inequalities. The Education voucher scheme program of Punjab Education Foundation has a supportive role for the educational activities of the students who do not afford their expenditure. Education voucher scheme is a good example for the public private partnership in education to less the burden from the parents (Habib 2013). Nepal has also practiced the public partnership school education system since the long time. The quality of education to all children is the slogan which is internationally used and Nepal has also made a commitment to receive these targets. In spite of all efforts government is failed to provide the quality education to all children through government schools. The bad results and poor performance of the government's schools increase the rise of the private schools fast. While the private schools charge high fees and they are growing like a mushroom in the country due to the demand of the public for quality education. These public private systems create the dual school system in the society. These private schools are not affordable for the poor's and they don't afford the high fees of these private schools. As a result the issue of parity arises in the education sector of the country. This education system creates two social classes and this is not the goal of

education. However the private schools are also promoting the quality education and they are showing better result and they are challenging the poor performance of the government schools and these private schools are motivating and inviting them for the competition to deliver the standard education in the society (Koirala 2015). There are different types of opinions from the people of Nepal about public private partnership. There is a long termed debate on the public private partnership that either schools education should be privatized or not. There are different opinions in this debate. Some people said that public private partnership should not be promoted because it will create a gap between the different classes of the society some said that it will create two class societies some said that it is the school education which is responsible for the government. Some people that the government has failed to provide quality education to all of the children due to the shortage of funds. That is why they are promoting the public private partnership in the school education.

2.3 Priorities of the government

Javaid (2009) said that a range of public private partner enterprises in Pakistan plus those of the Punjab Education Foundation and Sindh Education Foundation. She summaries that at the time of writing the idea of public private partnership was one powerfully encouraged by international development institutions with the World and Asian Development Banks, UN and European Union agencies and aid administrations from Japan, Norway, the UK and USA. Expectedly perhaps Pakistan government went beside with this but maybe more in

search of funding than of genuine educational partnership. The single school system is not the solution of the education quality enhancement but the public and private schools can improve the education standards both. Thus providing opportunities to select schools in the choice of parents as practiced in the world through introducing voucher system or charter schools by modifying existing per capita funding strategies; contracting public schools in subsidies rate, adopting strategies to improve the performance of public schools at set standard level through Public Private Partnership are the measures to reduce the existing disparities in education. At the moment, encouraging private sectors to open private schools in remote areas through introducing concessions schemes and implementing and monitoring existing incentive schemes for girls and marginalized children to enroll in private schools need to strengthen and expand to minimize disparity (Khan 2013). The debate on public versus private education has gained increasing importance in recent years. The issue is of special importance for developing countries, many of which are home to widespread networks of private schools. The existence of such networks questions the role and capacity of the government in providing education for all. It also underlines the need to build state capacity in providing education, more so since many individuals are unable to afford private schools. In some countries the acknowledgment of dysfunctional government schools has given rise to public-private partnerships in an attempt to increase literacy and access to schools.

2.4 Learning outcomes in public and private schools

In many studies, private school students have been seen to outperform students enrolled in public schools e.g. Jimenez, Lockheed and Marks (1990) use data from Colombia, the Dominican Republic, the Philippines, Tanzania and Thailand and find that at the secondary school level, private school students obtained higher scores on standardized mathematics and language tests even after controlling for the fact that on average, private school students in these countries hail from more advantaged backgrounds. A more cynical view of private school education is provided by Flimer (2011) in their discussion of educational standards in public and private schools using data from Italy and the United States. By modeling pre-set educational standards and the expectations from public and private schools, they show that multiple balances are possible. Dispelling with the simplistic notion that private schools are always of better quality, they consider the possibility that private schools may be charging higher fees for other services like leisure, access to certain networks or religious groups. They show that distinct equilibrium are possible one with better quality education provided by private versus public schools as in the US and one where private schools are worse off as in Italy. This contextual awareness of the effectiveness of private schools is pertinent in our study and we investigate the issue in great vertical depth by looking at district, household, village effects. The other measure of estimating the private school premium has been through a comparison of learning outcomes in private and public schools. A wealth of scholarship has emerged in this

regard and it is progressively getting more sophisticated in the estimation and explanation of this premium. The key point here is to disentangle the 'private school effect' from other factors that may be influencing learning outcomes (Mahmood 2004).

2.5 Quality gap between public and private schools

In the context of Pakistan, the learning gap between private and public schools overrides any differences attributed to such factors (Ali 2000). According to Sarwar (2006), the private-public learning gap is 12 times as large as that between rich and poor students and five times the gap between literate and illiterate mothers. This gap is explained in terms of differences in school quality with low-quality public schooling attributed to the lack of monitoring and accountability of public school teachers and to high teacher absenteeism (Husain 2005). However, these studies fail to account for a rapidly emerging third sector: shadow education. Despite the high incidence of private tuition in Pakistan, there is limited evidence on the determinants of private tuition and its impact on academic performance, particularly whether it might explain the learning gap between private and public schools. The areas with low literacy are also backward in terms of economic development (Malik 2010). The challenges to ensuring good quality education to all are compounded by the fact that disparities in access continue to be significant across the four provinces and across income, gender, and urban/rural divide. There are great disparities in access among the four provinces, plus there are high

variations in rural-urban education indicators. A large proportion of the literate population is concentrated in the national and provincial capitals.

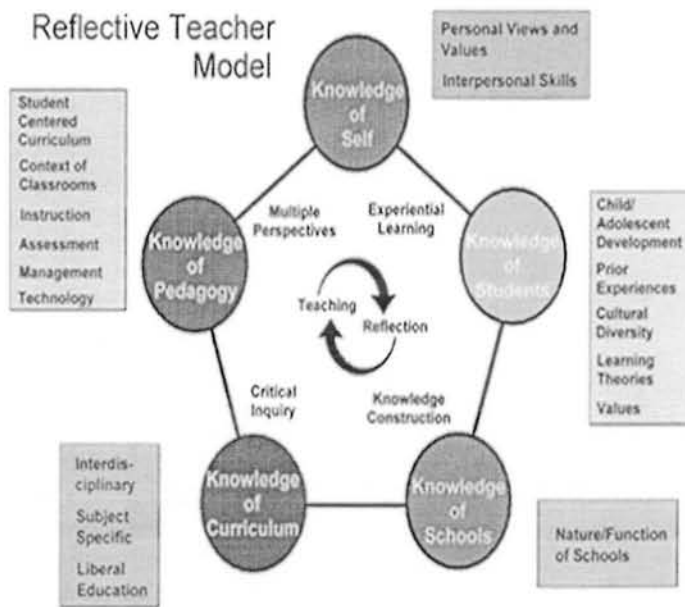
Assumptions

1. Education is a highlighted issue in the recent epoch.
2. The traditional ways of education are not sufficient to achieve the targets of providing education.
3. The pluralistic type of education system enhances the scarce literacy rate.
4. The traditional way of education is increasing out of school children.
5. Public private partnerships schools are providing maximum education.
6. The donors are persuading to establish Public Private Partnership based schools to demolish Out of School Children.
7. Education planning is transforming into Public Private Partnership based Schools.
8. Punjab Education Foundation is catalyzing the standard of education.
9. Public private partnerships create a gap in the different classes of the society.
10. Owing to the scarcity of resources government promotes the Public Private Partnership based schools.

Chapter No: 3
THEORETICAL FRAME WORK

3.1 Reflective teacher model

According to Marks (1990) the Reflective Teacher Model is an undergraduate teacher education program based upon a philosophy of active and experiential learning and critical inquiry into underlying issues in education and society from multiple perspectives.



Source : (Punjab Education Foundation 2008)

This philosophy emphasizes the development of the preservice teacher as a reflective practitioner, who exhibits the following characteristics,

3.1.1 Reflective teachers are purposeful and active

Reflective teachers initiate instruction cognizant of the needs of the students as expressed through their experience. Reflective teachers aim instruction toward actions or convictions that resolve the questions, tensions, and perplexities that initiated the student's process of inquiry.

3.1.2 Reflective teachers are opening to the individuality of students

Reflective teachers recognize that the social process of education is also personal, and that it cannot be coerced from others, but must be chosen by them.

3.1.3 Reflective teachers are sympathetic to the interests, needs,

and insights of the students

Reflective teachers enhance relationships with students by acknowledging students' capacity as reflective thinkers. Reflective teachers take seriously students' problems, hypotheses, and conclusions.

3.1.4 Reflective teachers are patient

Reflective teachers know that it takes time for ideas to be developed, delineated, and evaluated. Reflective instruction may take days, weeks, or years to achieve its purpose.

3.1.5 Reflective teachers are flexible

Reflective teachers allow for divergence and technological change. They seek to expand options rather than limit them. They consider alternative methods and points of view, and they are willing to change their mind.

3.1.6 Reflective teachers are tentative

Reflective teachers explore, investigate, and grow. They are suspicious of their own conclusions because they know that they are learners.

3.1.7 Reflective teachers are self-regarding

Reflective teachers take their own reasoning processes as part of their field of inquiry. They are conscious of their assumptions, logic, choices, priorities, and conclusions.

3.1.8 Reflective teachers look at ends as well as means

Reflective teachers ponder how their decisions will affect the lives of the children they teach. They ask not only, "How can we do this better?" but also, "Why do we do this?"

3.2 Application of theory

As reflective approach demonstrates that the teachers who are under graduate are trained elegantly regarding teaching and furnishing the classrooms of the divergent schools. However, Upper quests and responsibilities of the teachers call over to the public private schools. All public private schools quest to achieve the reflective teachers who teach the students' better way. The reflective teachers are advantageous for private school because they receive a few salaries however teach hardly.

3.3 Propositions

1. Reflective teachers are the advance form of primary teachers.
2. Reflective teachers enhance the quality of primary education.
3. Primary education is the robust fundament of higher education.
4. Higher education is the symptom of a strong economy.
5. Strong economy guides the nation to innovations.
6. Innovations lead to prosperity and sovereignty.

3.4 Hypothesis

3.4.1 Null hypothesis

1. Pluralistic type of education has negative impact on standard education.

2. There is no relationship between pluralistic types of education with standard education

3.4.2 Alternative Hypothesis

1. Pluralistic type of education increases the standard education.
2. Pluralistic type of education decreases the drawbacks of education system.

Chapter No: 4

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1 Conceptualization

Conceptualization is the process of defining the pertinent concepts with the help of existing literature. In this study, researcher used three variables, namely:

4.1.1 Pluralistic

A society having so many groups of people and different principles or beliefs, not based on single set of beliefs or principles.(Oxford Advanced Learners dictionary, Eighth edition, Oxford University press, Page 1166). Similarly according to the dictionary of Cambridge 3rd edition (2008:974), “A theory that reality consists of two or more independent elements. A conviction that various religious, ethnic, racial, and political groups should be allowed to thrive in a single society”. However according to the dictionary of Webster’s 4th edition (2000:859), “A situation in which people of different social classes, religions, races, etc., Are together in a society but continue to have their different traditions and interests”. While According to LONGMAN Dictionary 5th Edition, 1984:762). “The belief that people of different social classes, religions, races, etc., should live together in a society”.

4.1.2 Education

A process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills.(Oxford Advanced Learners dictionary, Eighth edition, Oxford University press 485). Also according to Mary (1990), “Education is comprehends not merely the instruction received at school or college, but the whole course of training;

moral, religious, vocational, intellectual and physical. Similarly according to International Labor Organization (2003), “The education is systematic instruction, schooling, or training in preparation for life or some particular task; scholastic instruction; bringing up. While according to the dictionary of Cambridge 3rd edition (2002:792), “The systematic instruction, schooling, or training of children and young people, by extension, instruction obtained in adult life; the whole course of such instruction received by a person. Also provision of this as an aspect of public policy.” This is also explained in the dictionary of Webster’s 4th edition (2000:543), “The process of training and developing the knowledge skill mind character etc. asp by formal schooling, teaching and training.” Education is explained in the dictionary of Cambridge 3rd edition (2008:449), “The process of teaching or learning in a school or college, or the knowledge that you get from this.”

4.1.3 Impact

The powerful effect that something has on somebody or something, the act of one objects hitting another; the force with which this happens. (Oxford Advanced Learners dictionary, Eighth edition, Oxford University press: 778). Similarly according to the dictionary of Cambridge 3rd edition (2008:631) “The effect that a person, event, or situation has on someone or something”. While the force with which one thing hits another or with which two objects collide. (LONGMAN Dictionary 5th Edition, 1984:826)

4.2 Operationalization

It is a process defining the measurement of phenomenon that is not directly measurable but its existence is indicated by other phenomena. It is the process of defining a fuzzy concept so as to make the theoretical concept clearly distinguishing or measurable and to understand it in terms of empirical observations. In a wider sense it refers to the process of specifying the extension of a concept describing what is and is not a part of that concept.

4.2.1 Pluralistic

To what an extent that pluralistic education system has better impact on the quality of education?

- 1) Great Extant 2) Some extant 3) Not at all

To what an extent that you have faced any problem due to pluralistic education system

- 1) Great Extent 2) Some extant 3) Not at all

To what an extent that pluralistic education system has negative impact on education

- 1) Great Extant 2) Some extant 3) Not at all

To what an extent that government should have to promote the pluralistic type of education?

- 1) Great Extant 2) Some extant 3) Not at all

Do you think that pluralistic education system is more effective for student learning?

- 1) Yes 2) No 3) Don't know

4.2.2 Education

To what an extent Private Schools are boosting the education system

- 1) Great Extant 2) Some extant 3) Not at all

Do you think that government should have to follow singular education system?

- 1) Yes 2) No 3) Don't know

Which type of school increases the standard education?

- 1) Government 2) Private 3) PPP Based school

Do you agree that we should not have to promote private school education?

- 1) Great Extant 2) Some extant 3) Not at all

Do you think singular education system will be more effective for student learning?

- 1) Yes 2) No 3) Don't know

4.2.3 Impacts

To what an extent that pluralistic education system has better impact on the quality of education?

- 1) Great Extant 2) Some extant 3) Not at all

To what an extent that PPP based schools have batter impact on education than the private schools

- 1) Great Extant 2) Some extant 3) Not at all

To what an extent that pluralistic education system has negative impact on education

- 1) Great Extant 2) Some extant 3) Not at all

Chapter No. 5

RESEARCH METHODOLOGY



5.1 Research design

In the present research, the data was collected on the basis of quantitative research design. Quantitative research was the easy way to analyze the collected data for the researcher and the researcher easily analyzed by applying this method. Another reason of using this method was that it saved time while quickly collecting the interviews from respondents.

5.2 Universe

The research study was conducted in the both rural and urban areas of District Dera Ghazi Khan. These include the Tehsils Dera Ghazi Khan itself, Kot Chutta, Taunsa. District Dera Ghazi Khan of Punjab province of Pakistan was taken as the universe. Dera Ghazi Khan is the area of the traditional society of the Southern Punjab consisting of the majority of the people speaking Saraiki language. Most people were affiliated with agriculture, owning land and involved in farming.

5.3 Target population

The target population of the researcher was the Students of the District Dera Ghazi Khan who were in the age 15 to 24 years.

5.4 Sampling technique

In order to distinctly characterize and sort an appropriate sample which can be a suitable representative of the entire population, the researcher responded to the sample through the purposive sampling. The researcher conducted face to face interview.

5.5 Sample size

It was not possible for the researcher to gather data from the whole universe because it consists of large population and the researcher was in lack of sufficient time. Therefore, researcher responded to a sample size of 120 respondents from the study area so that it can be proven the real research with actual result.

5.6 Tool for data collection

Researcher designed Interview Schedule for the data collection. It was the most effective and purposive method to get response regarding the comparing the impacts of the pluralistic type of education system.

5.7 Technique for data collection

For the data collection of the research face to face technique was applied. The researcher developed a structure (close ended handed) questionnaire to gather the data on comparing the impacts of the pluralistic type of education system.

5.8 Pre-testing

The research took 10 respondents for the purpose of pretesting. 10 respondents were enough to show the work ability of a questionnaire.

5.9 Data analysis

After conducting research data was an analysis by statistical method. So the present inquiry after conducting research data entered into the computer and analysis through statistical package for social sciences (SPSS) data entry software having version 16. The hypothesis was tested

through chi-square testing. This is commonly used in sociological research. Then the conclusion was drawn.

5.10 Opportunities and limitations of the study

Opportunities for the study include gaining a better understanding of comparing the impacts of the pluralistic type of education system. The researcher hailed from the same District, which was the study of the universe. So it was an easy opportunity for him to interview as they were easily available but the risk is that the people were acquaintances of the researcher helpers.

5.11 Ethical concerns

It is the moral duty of the researcher to get permission before initiating any research activity, asking questions from respondents. Trust was built through politeness and giving due respect to the interviewees. The researcher gives the respondents a respect and avoided personal questions and use of abusive language, which hurts their emotions.

Chapter No. 6

RESULTS

Table 6.1 Age distribution of the respondents

Categories	Frequency	Percent
Less than 10 years	7	5.8
11-14	47	39.2
15-19	45	37.5
20-24	21	17.5
Total	120	100.0

The table listed above shows that just 5.8% of the respondents were less than 10 years and 39.2% of the respondents were in the age of 11 to 14 years. 15-19 year students were 37.5% and 20-24 year students were 17.5%. This result show that majority of the students were in the age of 11-19 years old.

Table 6.2 Educational enrolment

Categories	Frequency	Percent
Primary	15	12.5
Middle	57	47.5
Matric	48	40.0
Total	120	100.0

Above table demonstrated that 15 respondent having percentage 12.5 school in the primary class. However 57 respondents possessing the 47 percentage were in middle class regarding education. The researcher interviewed 48 students of matriculation with their 40% of the total.

Table conveyed the message to us that Students of middle class were interviewed mostly because of the scarcity of education in the area.

Table 6.3 Respondents' residence area

Categories	Frequency	Percent
Rural	71	59.2
Urban	49	40.8
Total	120	100.0

On the question of the resident area 59.2% students were from the rural areas and 40.8 % students were from the urban areas. As a result this table conveyed that majority of the students were interviewed from the rural areas. This is because majority of the population of Pakistan lives in rural areas of the Pakistan.

Table 6.4 Nature of syllabus adopted by respondents' school

Categories	Frequency	Percent
Punjab Text book board	78	65.0
Oxford	16	13.3
Any other	26	21.7
Total	120	100.0

This table shows that 65.0% respondents were from those schools that follow the Punjab text book board syllabus and 13.3% student said that their school follows the oxford syllabus. The percentage of the students who responded to that their school follows another syllabus was 21.7%.

Hence it is clear that majority of the schools follow the syllabus of Punjab text book board syllabus.

Table 6.5 Distribution of relationship between pluralistic education system and quality of education

Categories	Frequency	Percent
Great Extant	56	46.7
Some Extant	44	36.7
Not at all	20	16.7
Total	120	100.0

Above table shows that 46.7% respondents responded to great extant, when they were asked about the impacts of pluralistic education system. 36.7% respondents responded to some extent and just 16.7% respondents responded to that not at al. So it's clear that majority of the respondents said that pluralistic type of education system has greater effect on the quality of education.

Table 6.6 Distribution of analogy between private schools and boosting of the education system

Categories	Frequency	Percent
Great Extant	68	56.7
Some Extant	36	30.0
Not at all	16	13.3
Total	120	100.0

The above table shows that 56.7% respondents responded to the great extant and 30.0% responded to some extent. Just 13.3% respondents opted not at all. So it is resulted that majority of the respondents (57 %) said that pluralistic education is boosting the education system.

Table 6.7 Relationship of public private partnership based schools with better educational pursuits

Categories	Frequency	Percent
Great Extant	48	40.0
Some Extant	38	31.7
Not at all	34	28.3
Total	120	100.0

The above table shows that 40.0% respondents responded to that great extant and 31.7% responded to the option of some extant. Just 28.3% respondents responded to the option of not at all. So it's clear that majority of the respondents said that public private partnership based schools have better impact than the other schools.

Table 6.8 Distribution of extent of problems faced by respondents' due to pluralistic education system

Categories	Frequency	Percent
Great Extant	46	38.3
Some Extant	47	39.2
Not at all	26	21.7
Total	120	100.0

The 38.3% respondents said that at great extent they had faced problems due to the pluralistic type of education system and 39.2% said that at some extent they had faced problem. Just 21.7% of the respondents responded to the option of not at all. So it's clear that majority of the students had faced problems due to the pluralistic education system.

Table 6.9 Distribution of negative impacts of pluralistic education system

Categories	Frequency	Percent
Great Extant	49	40.8
Some Extant	46	38.3
Not at all	25	20.8
Total	120	100.0

The upper table shows that 49 respondents having percentage 40 to great extent. Until 46 respondent having percentage 38 was some extent. On the hand 25 respondent having percentage 20.8 were not at all. It's mean that majority of the respondent favored the statement.

Table 6.10 Distribution of relation between private schools' failures in moral grooming of the students

Categories	Frequency	Percent
Great Extant	35	29.2
Some Extant	39	32.5
Not at all	46	38.3
Total	120	100.0

The upper table shows that 35 respondents having percentage 29 were great extent. Until 39 respondent having percentage 32 was some extent. On the hand 46 respondent having percentage 38 were not at all. It's mean that majority of the respondent did not favor the statement.

Table 6.11 Comparison of investment by private schools more than governmental schools on education

Categories	Frequency	Percent
Great Extant	52	43.3
Some Extant	46	38.3
Not at all	22	18.3
Total	120	100.0

The upper table shows that 52 respondents having percentage 43 were great extent. Until 46 respondent having percentage 38 was some extent. On the hand 22 respondent having percentage 18 were not at all. It's mean that majority of the respondent favored the statement.

Table 6.12 Distribution of preference of female teachers to male by owners of private schools

Categories	Frequency	Percent
Great Extant	24	20.0
Some Extant	49	40.8
Not at all	47	39.2
Total	120	100.0

The upper table shows that 24 respondents having percentage 20 were great extent. Until 49 respondent having percentage 40 was some extent. On the hand 47 respondent having percentage 39 were not at all. It's mean that majority of the respondent favored the statement

Table 6.13 Extent of government's support for pluralistic type of education

Categories	Frequency	Percent
Great Extant	9	7.5
Some Extant	43	35.8
Not at all	68	56.7
Total	120	100.0

The upper table shows that 9 respondents having percentage 7 were great extent. Until 43 respondent having percentage 35 was some extent. On the hand 68 respondent having percentage 56 were not at all. It's mean that majority of the respondent did not favor the statement.

Table 6.14 Distribution of enhancement of student skills in private schools

Categories	Frequency	Percent
Great Extant	55	45.8
Some Extant	42	35.0
Not at all	23	19.2
Total	120	100.0

The upper table shows that 55 respondents having percentage 45 responded in great extent. 42 respondent having percentage 35 responded to some extent. On the hand 23 respondent having percentage 19 did not agreed at all. It's mean that majority of the respondent favored the statement.

Table 6.15 Enhancement of student skills in government schools

Categories	Frequency	Percent
Great Extant	10	8.3
Some Extant	68	56.7
Not at all	42	35.0
Total	120	100.0

The upper table shows that 10 respondents having percentage 40 were great extent. Until 68 respondent having percentage 56 was some extent. On the hand 42 respondent having percentage 35 were not at all. It's mean that majority of the respondent favored the statement.

Table 6.16 Distribution of support to the private schools by the government

Categories	Frequency	Percent
Yes	70	58.3
No	40	33.3
Do not know	10	8.3
Total	120	100.0

The upper table shows that 70 respondents having percentage 58 said yes about the question. Until 40 respondent having percentage 33 said no about the statement. On the hand 10 respondent having percentage 8 do not know. It's mean that majority of the respondent favored the statement.

Table 6.17 Government should privatize the public schools

Categories	Frequency	Percent
Yes	56	46.7
No	42	35.0
Don't know	22	18.3
Total	120	100.0

The upper table shows that 56 respondents having percentage 46 said yes about the question. Until 42 respondent having percentage 35 said no about the statement. On the hand 22 respondent having percentage 18 do not know. It's mean that majority of the respondent favored the statement.

Table 6.18 Government should increase the numbers of Danish schools

Categories	Frequency	Percent
Yes	38	31.7
No	62	51.7
Don't Know	20	16.7
Total	120	100.0

The upper table shows that 38 respondents having percentage 31 said yes about the question. Until 62 respondent having percentage 51 said no about the statement. On the hand 20 respondent having percentage 16 do not know. It's mean that majority of the respondent did not favor the statement.

Table 6.19 Government should follow singular education system

Categories	Frequency	Percent
Yes	58	48.3
No	36	30.0
Don't know	26	21.7
Total	120	100.0

The upper table shows that 58 respondents having percentage 48 said yes about the question. Until 36 respondent having percentage 30 said no about the statement. On the hand 26 respondent having percentage 21 do not know. It's mean that majority of the respondent favored the statement.

Table 6.20 Respondents' enrollment in types of school

Categories	Frequency	Percent
Government	19	15.8
Private	55	45.8
Public private partnership based	46	38.3
Total	120	100.0

The upper table demonstrates that 19 respondents having percentage 15.8 were enrolled in the governmental schools. 55 respondent possessing percentages 45 were enrolled in the private until 46 respondent having percentage 38 was enrolled in public private schools. So in the universe abundance of the respondent were enrolled in private schools.

Table 6.21 Reason to get admission

Categories	Frequency	Percent
Better Education	53	44.2
Family pressure	48	40.0
Low Fee	19	15.8
Total	120	100.0

Above the table shows that 53 present respondent's response chose the option of better education. 48 percent respondents chose the option of family pressure and only 19 present choose the option of low fee. So, the majority of the respondent's chose the option of better education.



Table 6.22 Type of school respondent thought better for the students

Categories	Frequency	Percent
Government	8	6.7
Private	67	55.8
PPP based	45	37.5
Total	120	100.0

Above the table 6.22 shows the results of the distribution of respondent's. This table contains three different categories. 55.8 % respondents choose the option of private and only 6.7 % response government school students. The 37.5% respondents said that public private partnership based schools are better for the students learning process. So majority of the respondents responded that private schools are a good choice for the quality of education.

Table 6.23 Type of school increasing the standard of education

Categories	Frequency	Percent
Government	22	18.3
Private	53	44.2
PPP based	44	36.7
Total	120	100.0

Above the table 6.23 shows the results of the distribution of respondent's level of schools. This table contains three different categories. 44.2 percent respondents out of the total chose the option of the government. And 18.3 percent respondents responded to the option of government. So the majority of the respondents chooses the option of private education.

Table 6.24 Suggestion to get admission

Categories	Frequency	Percent
Parents	64	53.3
Relatives	29	24.2
Friends	18	15.0
Any other	9	7.5
Total	120	100.0

Above the table 6.24 shows the results of the distribution of respondent's get admission in responded to school. This table contains four different categories. 53.3% choose the option of parents and 7.5% choose the option of any other. The 24.2 % responded to that they got admission of the advice of their relatives and 15.0% responded to the option of friends. So it is said that majority of the students are admitted by the advice of their parents.

Table 6.25 Level of school

Categories	Frequency	Percent
Primary	14	11.7
Middle	39	32.5
High	58	48.3
Higher Secondary	9	7.5
Total	120	100.0

Above the table 6.25 shows the results of the distribution of respondent's level of schools. This table contains four different categories. 48.3 percent respondents choose the option of high school, and 7.5 percent choose the option of higher secondary. So the majority of the respondents were from the high schools.

Table 6.26 Availability of separate class rooms in school

Categories	Frequency	Percent
Yes	105	87.5
No	15	12.5
Total	120	100.0

Above the table 6.26 shows the results of the distribution of respondent's separate class rooms in school. This table contains two different categories. 87.5 respondents have responded to the option of yes and 12.5 percent response in no. So it is clear that majority of the students avail separate classrooms.

Table 6.27 Promotion of private school education

Categories	Frequency	Percent
Yes	27	22.5
No	66	55.0
Don't know	27	22.5
Total	120	100.0

Above the table 6.27 shows the results of the distribution of respondent. This table contains different categories. In response of this question 22.5% respondents said that we should have to promote the private school education and 55.0% said that we should not have to support the private school education. The 22.5% responded that they don't know. So it results that most of the respondents are against the private schools.

Table 6.28 Pluralistic education system is more effective for student learning

Categories	Frequency	Percent
Yes	40	33.3
No	52	43.3
Don't know	28	23.3
Total	120	100.0

Above the table 6.28 shows the results of the distribution of respondent's. This table contains three different categories. 33.3 % response in yes, 43.3 % response in no and 23.3 % response in don't know. So, the majority of the respondents said that pluralistic education system is not more effective for student learning.

Table 6.29 Singular education system will be more effective for student learning

Categories	Frequency	Percent
Yes	43	35.8
No	59	49.2
Don't Know	18	15.0
Total	120	100.0

In the above listed table 35.8% respondents responded to yes, 49.2% opted no and just 15.0% respondents said that they don't know. So the majority said that singular education system will not be more effective for students learning.

Table 6.30 Private school students have high IQ level as compared to students in government school

Categories	Frequency	Percent
Yes	77	64.2
No	33	27.5
Don't Know	10	8.3
Total	120	100.0

Above the table 6.30 shows the results of the distribution of respondent's. This table contains three different categories. 64.2 percent respondent's response in yes, 27.5 percent response in no and 8.3 percent response in don't know. So it is clear that majority of the respondents said that private school students have very high IQ level as compared to the government school students.

Table 6.31 Satisfaction with type of education system

Categories	Frequency	Percent
Yes	37	30.8
No	63	52.5
Don't Know	20	16.7
Total	120	100.0

Above the table 6.31 shows the results of the distribution of respondent's. This table contains three different categories. 30.8 percent respondent's response in yes, 52.5 percent response in no and 16.7 percent response in don't know. So it can be said that majority of the respondents were not satisfied with their type of education system.

6.32 Hypotheses testing

6.32.1 Cross tabulation of pluralistic education system has better impact on the quality of education and pluralistic education system has negative impact on education?

		To what an extent that pluralistic education system has negative impact on education			Total
		Great Extant	Some Extant	Not at all	
To what an extent that pluralistic education system has better impact on the quality of education?	Great Extant	24	20	12	56
	Some Extant	21	15	8	44
	Not at all	4	11	5	20
Total		49	46	25	120

The above table show that 56 respondents said that pluralistic type of education has better impact on the education on the other side 44 respondents said that it has negative impact on the education. So it can be said that majority of the respondents agreed on both of the statements.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.775 ^a	4	.311
Likelihood Ratio	5.078	4	.279
Linear-by-Linear Association	.887	1	.346
N of Valid Cases	120		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.17. The table shows that the value of P is 4.775 the value of DF is 4 and the significance level is .311 which is greater than 0.005. It shows that there is association between both variable.

6.32.2 Cross tabulation of pluralistic education system is more effective for student learning and singular education system will be more effective for student learning?

		singular education system will be more effective for student learning			Total
		Yes	No	Don't Know	
pluralistic education system is more effective for student learning	Yes	8	29	3	40
	No	26	13	13	52
	Don't know	9	17	2	28
Total		43	59	18	120

The above table shows that 40 respondents agreed on the statement of singular education system but 52 agreed on the pluralistic education system. So respondents agreed with the both statements.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.302 ^a	4	.000
Likelihood Ratio	24.305	4	.000
Linear-by-Linear Association	.647	1	.421
N of Valid Cases	120		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.20. The table shows that the value of P is 23.302 the value of DF is 4 and the significance level is .000 which is less than 0.005. It shows that there is association between both variable.

6.32.3 Cross tabulation of students skills enhance in private schools and government should have to follow singular education system?

		Do you think that government should have to follow singular education system			Total
		Yes	No	Don't know	
To what an extent students skills enhance in private schools	Great Extant	18	30	7	55
	Some Extant	26	6	10	42
	Not at all	14	0	9	23
Total		58	36	26	120

In the above table 55 respondents agreed with the statement of government cooperation with the private schools but 42 agreed with the enhancement of students skills in the private schools so respondents agreed with both statements.

Chi-Square Tests			
Categories	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.877 ^a	4	.000
Likelihood Ratio	37.334	4	.000
Linear-by-Linear Association	.146	1	.703
N of Valid Cases	120		

a.1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.98. The table shows that the value of P is 31.877 the value of DF is 4 and the significance level is .000 which is less than 0.005. It shows that there is association between both variable.

Chapter No. 7

DISCUSSION AND CONCLUSION

7.1 Discussion

Pluralistic type of education system has a main role in the education sector of Pakistan. There are main three kinds of systems which are being practiced in Pakistan these are public schools, private schools and the third one is new arising type of schools which is public private partnership based schools. These types of schools are now highly increasing in the education system of Pakistan. The research was also conducted to find out the impacts of pluralistic type of education system. The main focus was on the government schools, private schools and public private partnership based schools. These kinds of schools are playing a major role in education system. It was find out that the traditional ways of education providing are not sufficient. To improve the quality of education governments should have to support the private sector of education. The pluralistic type of education system enhances the secrecy of literacy rate. It can be said that pluralistic type of education is plying a vital role for the education sector because it pave a way to all classes of the society to be educated. The pluralistic type of education system is providing maximum education to the society. It is seen that the education planning is transforming into the public private partnership. The government is taking more interest and investing more into the private schools. As we know that pluralistic type of education is creating a gap between the different classes of the society but it is also acceptable that pluralistic type of education is so much functional and helpful to improve the education standard and the quality of education. According to the table 6.5 majority of the

respondents agreed that pluralistic type of education system has better impact on the quality of the education. According to the table 6.6 majority of the respondents said that private schools are boosting up the education system and the quality of the education. They are creating the competition in the field of education.

7.2 Conclusion

The pluralistic type of education is practiced in all over the world. There are different types of education systems to improve the education quality. The main parts of pluralistic type of education system are government schools, private schools and the third one is public private partnership based school. The public private partnership of school education is a new shift from government private schools to public private partnership based schools. Many governments all around the world have been exploring different ways to involve the private sector in providing education, including vouchers, subsidies, capitation grants, stipends, and contracts. The idea is that parents choose the best school for their children on the grounds of quality which in turn puts pressure on schools to compete to attract students and to achieve better academic results at a lower cost. The most common type of partnership is where the government funds existing private schools mainly to increase access to education but also to enhance quality by enabling poor students to attend better performing private schools and to increase school competition to promote efficiency. Governments are increasingly recognizing that public private partnership have a useful role to play in education and are developing institutions,

funding mechanisms, and regulatory frameworks to leverage private capacity and expertise to enhance public education. In all over the country different types of schools are working. They have a major impact on the quality of education. The private schools have a leading role in the education system. They are working like a backbone for boosting up the education system. One thing is necessary to clear that government is also taking interest to invest money in the private schools. There are different types of governments institute and department which are working for the public private partnership of schools. They have more positive impact on the education sector as compared to government or private schools. In district Dera Ghazi Khan there are so many private schools which are working on the base of public private partnership. They are boosting the education quality and student learning skills.

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ANNEXURE

Q No. 8 Do you think that Government should have to support the private schools

- 1) Yes 2) No 3) Don't know

Q No. 9 To what an extent that PPP based schools have better impact on education than the private schools

- 1) Great Extant 2) Some extant 3) Not at all

Q No. 10 Do you think that Government should have to privatize the Public schools

- 1) Yes 2) No 3) Don't know

Q No. 11 Do you think that government should have to increase the numbers of Danish Schools

- 1) Yes 2) No 3) Don't know

Q No. 12 To what an extent that you have faced any problem due to pluralistic education system

- 1) Great Extant 2) Some extant 3) Not at all

Q No. 13 Do you think that government should have to follow singular education system

- 1) Yes 2) No 3) Don't know

Q No.14 To what an extent that pluralistic education system has negative impact on education

- 1) Great Extant 2) Some extant 3) Not at all

Q No.15 To what an extent that private schools failed in moral structure of the students?

- 1) Great Extant 2) Some extant 3) Not at all

Q No.16 In which types of school you enrolled?

- 1) Government 2) Private 3) PPP Based School

Q No. 17 What was the reason to get admission in the selected school?

- 1) Better Education 2) Family pressure 3) Low Fee

Q No. 18 Which type of school do u think that better for the students

- 1) Government 2) Private 3) PPP Based

Q No. 19 Which type of school increases the standard education?

- 1) Government 2) Private 3) PPP Based school

Q No.20 Who suggested you to get admission in selected school?

- 1) Parents 2) Friends 3) relatives 4) Any other

Q No. 21 To what an extents that private schools invest more than governmental school on education?

- 1) Great Extant 2) Some extant 3) Not at all

Q No. 22 What is the level of your school

- 1) Primary 2) Middle 3) High 4) Higher secondary

Q No. 23 To what an extent that private school owners prefer female teachers to male?

- 1) Great Extant 2) Some extant 3) Not at all

Q No.24 Do you have separate class rooms in your school

- 1) Yes 2) no

Q No.25 Do you agree that we should not have to promote private school education?

- 1) Great Extant 2) Some extant 3) Not at all

Q No.26 To what an extent that government should have to promote the pluralistic type of education?

- 1) Great Extant 2) Some extant 3) Not at all

Q No. 27 To what an extent students skills enhance in private schools?

- 1) Great Extant 2) Some extant 3) Not at all

Q No.28 To what an extent student skill enhance in government schools?

- 1) Great Extant 2) Some extant 3) Not at all

Q No.29 Do you think that pluralistic education system is more effective for student learning?