

“A Sociological Analysis of Stumbling Blocks in Structure of Education Sector: A Case of Affiliated Schools from Board of Intermediate and Secondary Education of Multan District (Pakistan).”

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Abstract

Investment on human capital not only makes enhancement in individual development but also development of the whole nation. Acquisition and application of knowledge by different countries has been governed largely by whether their people have acquired traits and motivations associated with formal schooling or they are dependent heavily on ideological influences. There are diverse stumbling blocks in structure of education sector that diminishes its effectiveness. These factors comprise low adult literacy rate, rural urban inequalities, squat enrollment rate, high dropout rate, cost of education and parental lack of concern due to various rigid social and cultural norms (especially for girls). In addition to these features other determinants are absenteeism of teachers, irrelevant curriculum, lack of separate schools for girls and conservative attitude of community towards girls education. Various educational policies have been designed to augment the literacy rate but despondently these policies are not capable to accomplish their targets in the limited time span. The researcher used quantitative research design to evaluate various stumbling blocks that are impinge on the structure of education sector in Pakistan. A sample size of N1=600 respondents (n1=200 teachers, n2=200 parents and n3=200 students) was taken by using multistage sampling technique. Interview schedule was used as a tool for data collection procedure. Data was assembled from n4=51 schools out of N2=306 affiliated schools from BISE (Multan District). The researcher found that high cost of education, decentralized decision making and appraisal systems are the foremost stumbling blocks that are affecting the structure of education sector in Pakistan. Accordingly the researcher concluded that every individual and citizen have right to live, speak and write. It is the primary responsibility of government to make sure that all citizens get the basic fundamental educational rights at their doorstep. Therefore strong policy making, adequate stakeholders participation, uniformity in education sector and provision of infrastructural facilities can trim down the negative impacts of these stumbling blocks on education sector of Southern Punjab (Pakistan).

Structure of education sector in Pakistan

The structure of education sector in Pakistan consists of diverse educational institutions of all categories. There are total 25608 education institutions in Pakistan. Total enrollment rate of Pakistan is 37462884 students. Total male enrollment is 21.133 million and female enrollment is 16.329 million. There are 156592 primary schools, 320611 middle schools, 23964 high schools and 1202 degree colleges in Pakistan. On the other hand 3125 technical and vocational institutions and 12448 Deeni Madaris are also present (Academy of Educational Planning and Management (AEPAM), 2007-2008). The overall literacy rate of Pakistan is 57% (69% for males and 45% for females). Literacy remains higher in urban areas (74%) than rural areas (48%). Literacy rate for men is (69%) and for women is (45%). Literacy rate in Punjab is (59%), Sind (59%), Kyber Pakhtunkhwa (50%) and Baluchistan (45%) (Pakistan Social and Living Standards Measurement Survey (PSLM), 2008-2009). An increase of 0.6% in primary school enrollment takes place during 2008-09 and still increases by 1.3%. A decrease of 0.2% in the middle enrollment in 2008-09 has been observed which still increases by 5.6%. An augment of 2.9% in middle enrollment in 2008-09 takes place and amplifies by 5.6% (Economic Survey of Pakistan, 2010).

Number of educational institutions by kind, level and sex														
Year	Primary schools		Middle schools		High schools		Secondary vocational institutions		Arts and science colleges		Professional colleges		Universities	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-1993	130.6	40.3	11.8	5.4	8.7	2.8	602	316	800	293	260	109	27	-
1993-1994	134.1	42.4	12.1	5.5	9.2	3.0	474	218	824	303	260	112	28	-
1994-1995	139.6	44.4	12.6	5.7	9.5	3.2	487	221	863	317	271	116	34	-
1995-1996	143.1	40.5	13.3	4.4	9.5	2.4	577	224	909	338	286	124	38	-
1996-1997	149.7	52.1	14.5	6.3	9.9	3.3	578	225	1141	382	310	129	41	-
1997-1998	156.3	58.1	17.4	7.5	11.1	3.9	574	223	1056	400	315	139	45	-
1998-1999	159.3	53.1	18.1	7.2	12.4	3.3	580	228	1137	433	336	15	46	-
1999-2000	162.1	55.0	18.4	7.6	12.6	3.4	612	233	1222	464	356	161	54	-
2000-2001	147.7	54.3	25.2	12.0	14.8	4.6	630	236	1710	691	366	171	59	-
2001-2002	149.9	55.3	26.8	12.8	15.1	4.6	607	239	1784	731	376	177	74	-
2002-2003	150.8	56.1	28.0	13.5	15.6	4.8	585	230	1855	768	386	186	96	-
2003-2004	155.0	57.6	28.7	13.9	16.1	5.1	624	228	1989	822	426	206	106	-
2004-2005	157.2	58.7	30.4	14.8	16.6	5.3	747	328	1604	684	677	331	108	-
2005-2006	157.5	59.8	39.4	19.3	22.9	8.1	3059	1475	2996	1484	1135	664	111	-
2006-2007	158.4	60.9	40.1	17.5	23.6	9.0	3090	1491	3095	1420	1166	631	120	-
2007-2008	157.4	64.9	40.8	20.6	24.0	9.0	3125	1507	3213	1642	1202	700	124	-
2008-2009	156.7	63.4	40.9	20.4	24.3	9.2	3159	1523	3291	1671	1238	721	129	-
2009-2010	156.4	64.6	41.5	20.8	24.8	9.7	3193	1540	3399	1741	1275	742	132	-

Source: Economic Survey of Pakistan, 2010

Primary stage extends from 1-5 grades and age group is 5+ to 10+ and the focal point of this stage is on mathematical and literacy skills. Middle stage encompass of 6-8 grades and has 3 years duration. The foremost focus of this stage is to strengthen the foundations of language, mathematics, science as well as developing the understanding of family, community and health. Secondary stage consists of 9-10 grades and age group is 13-15 years and the medium of instruction is both English and Urdu. Higher secondary stage consists of grades 11-12 and it is prerequisite for entrance in university (Economic Survey of Pakistan, 2010). Undergraduate stage encompasses 2 years bachelor degree programme i.e. 13-14. Bachelor in Arts is called BA and Bachelor in Science is called B.Sc. Postgraduate stage comprises of 2 years 15-16 from HEC. Despite that the degree of Master of Philosophy is called M.Phil and Doctor of Philosophy is called PhD has been offered by some universities (Shami, et al. 2005). There are countless education systems in Pakistan depending upon the status of the people and their living styles. There are three most important education systems in Pakistan 1) State education system 2) Elite private schools and 3) Religious schools (Madrassas) (Rehman, 2005).

Level/Stage	Class	Duration	Age on Entry
Elementary			
Primary	1-5	5years	5 years
Middle	6-8	3 years	10 years
Secondary			
Secondary	9-10	2 years	13 years
Higher secondary	11-12	2 years	15 years
Tertiary			
Undergraduate	13-14	2 years	17 years
Postgraduate	15-16	2 years	19 years

Stumbling blocks in structure of education sector in Pakistan:

High dropout rates from schools is the major source of barrier in the development of education and its major causes are parental carelessness, increased expenditures of education and lack of students interest in their studies (Malik, 2002). Curriculum is often incapable to meet the needs of extensive range of learners because the curriculum contents are inaccessible, unmotivating, uncoordinated and inadequate. Despite that lack of schools, absence of support from the government and high drops out rates of students are the major barriers faced by education sector of Pakistan (UNESCO, 2006). Notwithstanding this fact gender inequality and gender role stereotypes are widespread in resisting the process of development in Pakistan (Aslam, 2009). There are countless factors that contribute to lack of women access to education sector such as lack of incentives for parents who educate their children, low quality education, cost of schooling, household work related with girls, rigid cultural patterns and proximity of schools (Andrabi, et al. 2007).

In spite of these factors low adult literacy rate, low enrollment rate, high dropout rate, corruption, inflation, parental disinterest in educating their children, lack of proper school infrastructure, absenteeism of teachers and absence of whole education sector view are the major obstructions that have negative impact on literacy rate of Pakistan (Holmes, 2003). The major concentration of illiterates are present in the remote areas of Pakistan such as Federally Administered Northern Areas (FANA), rural areas of Baluchistan province and NWFP, slum areas, deserts in Sind and Baluchistan ethnic minorities as well as women (Chaudhry, 2005). Other barriers are also important like low share of GDP accounted for public revenue and low proportion of revenue allocation to education sector (Chitraker, 2007). Still other stumbling blocks are lack of government obligation to education sector, inadequate allocation of resources to education sector, shifting resources between public and private sectors, derisory resource mobilization and misplaced budget priorities (Watkins, 2000).

The investment in human capital makes enhancement in the development of not only individuals but also for the development of country (Tanseel, 2002). The most imperative investment in human capital is education but education sector of Pakistan is suffering from many blockades that obstruct its process of development. These challenges range from lack of infrastructure to deficiency of instructional methodologies (PRSP, 2003). Other confronts incorporate lack of accountability, widening the structural divide and students absenteeism that is the major hurdle in provision of quality education. There are some other resisting factors in the process of development in education sector of Pakistan (Holmes, 2003).

They include lack of availability and accessibility of low cost and high quality education, absence of formal criterion for funds allocation at school level, weak policy framework of the government, gender discrimination and rural urban gap in educational attainment (Turrent and Oketch, 2009). On the other hand the curriculum that is set by government of Pakistan do not fulfill the present day knowledge requirement. Islamic Studies and Pakistan Studies are the compulsory subjects and they include articles like Jihad, History of Western Colonization, Islamic Identity of Pakistan and Revolutionary Movements of Islam. These barriers are directly interrelated with lowering the understanding of students about their lectures. These impediments are directly related with low quality education (Ahmad, 2004). Education provides the strong base for the socio-economic development of any country. An education system of poor quality may be one of the most important rationales why poor countries like Pakistan do not develop (Glick and Sahn, 2000).

There are many barriers in education sector like disparities between region and gender, lack of trained teachers, deficiency of proper teaching materials, poor physical infrastructure of schools, low levels of public investment in primary education sector, allocation of government funds towards higher education and movement of highly educated people to other developed countries for higher education or in search of better job opportunities (Memon, 2007).

There are diverse barricades that have the momentous impact on education sector. These barriers incorporate various socio-cultural and economic factors such as inclination of boys education over girls education, poverty, gender discrimination, rigid social and cultural values, direct and indirect cost of schooling (such as school fees, school uniforms and school shoes etc.) and transportation issues (Qureshi, 2004). Additional barricades are opportunity costs versus lower rate of returns e.g. girls are needed for household work, early marriages of girls, low level of parental literacy, female headed households, wrong insight about girls education and neglect of educational importance (Addy, 2008). Similarly unyielding cultural beliefs and practices also deprive the women to acquire education. In addition to this teachers are dispossessed of various advantages that contribute to weak educational performance of the teachers. These features embrace weak teachers performance, insufficient teachers salaries, weak monitoring system, low quality interpersonal relationships of teachers with their students, fragmented teachers training, dissatisfaction of teachers on the issues of school discipline and inadequacy in delivery of knowledge (Ornstein and Levine, 2008).

There are three foremost areas in education sector that should be explored because they have dramatic effect on primary school access, type (private versus public) and quality of education because these factors influence the parental decisions to enroll their children to school or not (Klasen, 2002). But gender discrimination also prevails in this area because the quality of girls education in schools is the significant facet that influences the decision making of the parents to enroll their girls to school but for the boys quality does not matter because the parents are already more focused on boy's education than girl's education (Lloyd, et al. 2005). Improvements in fathers education raise the schooling of both sons and daughters but mother education is the strongest determinant of quality education of girls as compared to boys. These differentiations occur due to differences of parental preference for their daughters and sons where sons got larger preferences in education sector than their daughters (Glick and Sahn, 2000).

Poverty is the salient stumbling block in school completion of children. At the macro level good education quality must be endowed by the government but low income limits the provision of governmental education capacity (Heyneman and Loxley, 1983). Poverty maneuvers at the country level depriving the people from education. There are six imperative factors that deprive the children from schooling and they include direct cost of schooling, opportunity cost of schooling, gender role stereotypes and child labor (Watkins, 2000). The determinants of education completion at the primary, middle and high school level are the individual and household features such as household income, parental education and rich array of community characteristics. These community characteristics comprise of rural urban location, level of urban development and distance from school (Tanseel, 2002).

Educational policies in Pakistan

There are many policies that have been commenced to increase the literacy rate of Pakistan and these policies promote Universal Primary Education (UPE). They include Pakistan Education Conference (1947), Commission on National Education (1959), The New Education Policy (1970), (1972), (1979), (1992) and (1993). The most imperative is the shift of education policy towards Social Action Programme (SAP) that focuses on providing basic education (Kazmi, 2005). **Phase 1** of SAP emphasized on providing the services such as primary education, basic health care provision, population welfare, rural water supply and sanitation with outlay of 127.4 billion for four year period from 1992-1993, 1995-1996. **Phase 2** of SAP was launched with an originally planned outlay of Rs. 498.8 billion. The researcher has pointed out the major blockades to education including inadequate physical infrastructure, shortage of trained teachers, underinvestment in quality education, underprivileged supply of services, squat enrollment rate, lack of supervision, lack of transparency, lack of accountability, lack of lucidity in responsibilities, dilemmas of resource mobilization, absence of formal criterion for funds allocation and overemphasize on memorization (Khan, 2003). There were many policies for Social Sector Reforms (SSR).

They include National Education Policy (1998-2010), Education Sector Reforms (ESR) (2001-2006), Perspective Development Plan (2001-2011), National Commission for Human Development (NCHD), Poverty Reduction Strategy Papers (PRSP) and Medium Term Development Framework (MTDF) (2005-2010) for increasing the literacy rate of Pakistan (Akram and Khan, 2007). The researcher concluded that education planning has been the effectual instrument for educational management. The planning is mostly weak or if good planning in education sector is happened then due to certain drawbacks this plan is not successful that include many causes such as 1) Failure to taken into account the diversity of local conditions 2) Complexity of technical systems 3) Neglect of implementation issues and 4) Neglect in proper allocation of resources (Vespoor, 1992).

Five Years Development Plans					
Five Years Development Plans	Declarations	Number of illiterate adults		Number of out of school children	
		Total	Female	Total	Male
1st Five Year Plan (1955-1960)	<i>The country may hope to achieve a universal system of free and compulsory primary education by about 1975</i>	20975	11003	5704	3168
2 nd Five year plan (1960-1965)	<i>Girls will be provided with much greater facilities for education and this will be done by admitting more girls to the admitting schools</i>	23731	12448	5990	3490
3 rd five year plan (1965-1970)	<i>The objective of the third plan is to greatly increase the enrollment at the primary level in order to achieve universal primary education</i>	26721	14221	6725	3915
Non-plan period (1970-1978)	<i>The aim is to create a literate population and an educated elaborate by mobilizing the nation and the resources</i>	32811	17875	8566	4772
5 th five year plan (1978-1983)	<i>The plan is to create the coverage education for five years old boy in class 1 to increase the percentage of the universal primary education</i>	37269	20639	9642	5451
6 th five year plan (1983-1988)	<i>Serious efforts will be made to institute universal education by ensuring that all boys and girls of the relevant age group will be enrolled in class 1 by 1988</i>	42372	23926	10540	6045
7 th five year plan (1988-1993)	<i>The seventh plan will provide primary education facilities to all the children in the age group of 5-9 years</i>	49000	28000	9377	5828
8 th five year plan (1993-1998)	<i>The eighth plan will provide primary education facilities at the reachable distance for every boy and girl of the relevant age</i>	50827	29283	9657	5690
<i>Source: HDC, 1998; Government of Pakistan published in Working Paper of Pakistan Institute of Development Economics (PIDE) in 2007 by Muhammad Akram and Faheem Jehangir Khan.</i>					

Purpose of the study

Fragile countries or the third world countries are generally at the risk of failing to accomplish the ambition of attaining high literacy rate. The core causes that impinge on failure of various developmental plans in the third world countries are scrawny institutional capacity, pitiable government system, political instability or legacy effects of past conflict. Another foremost cause is that they have difficulty in mobilizing the domestic resources to finance national education strategies and dispatch heavily on other sources of educational investment. So these factors cause the failure of various development programmes. The researcher addressed various stumbling blocks that are affecting the structure of education sector in Pakistan. Although various studies are present that addressed assorted impediments in structure of education sector. But these studies focus on the precise variables concerning to the social, political or economic segments. But this study is exceptional by addressing various stumbling blocks in structure of education sector in Pakistan in the broad spectrum. These stumbling blocks are accountable for low literacy rate of Pakistan. Alternatively the structure of education sector is also suffering from low quality education as well due to the impacts of these stumbling blocks. Thus the researcher not only addressed various characteristics in structure of education sector but also various impediments that are affecting its effectiveness. Consequently various questions addressed during the course of this study to recognize various aspects of the structure of education sector in Pakistan. These research questions are as follows:

1. What are the major characteristics in structure of education sector in Pakistan?
2. What are the major stumbling blocks in educational structure of Pakistan?
3. Whether these stumbling blocks are affecting the quality of education in Pakistan or not?
4. What are the major educational policies that have been addressed to increase the literacy rate of Pakistan?
5. What were the targets of five year plans about increasing the literacy rate of both males and females in Pakistan? To what extent these plans are successful in accomplishing those targets?

6. What are the major policy implications to overcome these stumbling blocks in education sector of Pakistan?

Methodology

In underdeveloped countries the foremost concern is low quality education that becomes the major motivator for the students to learn less despite off spending greater time in school (Kennedy and Bexter, 2000). Thus the major stumbling blocks in this regard are associated with three major stakeholders of education sector (parents, teachers and students). Data was assembled through three stakeholders (teachers, parents and students) from affiliated schools of Multan district. The researcher used quantitative research design for evaluating different stumbling blocks in structure of education sector. A sample size of N1=600 respondents was taken from affiliated schools of Multan district. The researcher interviewed n1=200 teachers, n2= 200 parents and n3=200 students from n4= 51 affiliated schools from Board of Intermediate and Secondary Education Multan (BISE). The researcher selected the schools through systematic sampling technique in which every 6th school was taken out of N2=306 affiliated schools. Afterward the researcher interviewed the respondents (three stakeholders) through convenient sampling technique. An average sample size of 3-6 respondents (student, teacher in charge and single parental category (father) of same student) were opted for from affiliated schools by the application of law of large number. As the number of students in each school differs therefore it was apposite to select smaller sample size from small part of the population and larger sample size from larger part of the population.

The researcher used interview schedule as a tool for data collection procedure. Both structured (close ended) and unstructured (open ended) questions were added to maximize the response rate of the three stakeholders (parents, teachers and students). The researcher construct the interview schedule to avoid the response effects which can arise due to leading or loaded questions, bad questions as well as wordings and format of the questions as well. Subsequently the researcher coded the data by using SPSS software (version 17). An alliance among the dependent (effect) and independent (cause) variables was evaluated by applying One Way ANOVA test (that is used to measures the difference between three means). Analysis of variance (ANOVA) is an associated procedure, in which the observed variance in a particular variable is partitioned into components attributable to different sources of variation. ANOVA provides a statistical test of whether or not the means of several groups are all equal or there is difference between two or more than two means (Tabachnick, et al. 2007). The formula for one way ANOVA is as follows:

$$SS_{total} = (\sum x_1^2 + \sum x_2^2 + \dots \sum x_r^2) - \frac{(\sum x_1 + \sum x_2 + \sum x_r)^2}{N}$$

$$SS_{total} = \left[\frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \dots + \frac{(\sum x_r)^2}{n_r} \right] - \frac{(\sum x_1 + \sum x_2 + \dots \sum x_r)^2}{N}$$

$$SS_{within} = SS_{total} - SS_{among} \quad df_{among} = r-1 \quad df_{within} = N-r$$

$$MS_{among} = \frac{SS_{among}}{df_{among}} \quad MS_{within} = \frac{SS_{within}}{df_{within}}$$

$$F = \frac{MS_{among}}{MS_{within}}$$

x = individual observation

r = number of groups

N = total number of observations (all groups)

n = number of observations in group

Table No. 1

Percentage distribution of respondents with respect to various stumbling blocks in structure of education sector in Pakistan.

Stumbling blocks in structure of education sector in Pakistan			
Category	<i>Percentage of the respondents who agreed on this stance</i>		
	Teachers	Parents	Students
Absence of whole education sector view	70%	41.5%	52%
Lack of policy coherence	54%	66%	75.5%
Unclear roles of fragmented government	82%	67.5%	43%
Public private sector divide in education sector	42.5%	66.5%	83%
Widening the structural divide	65.5%	49.5%	72.5%
Weak planning and weak management	56%	32.5%	75.5%
Lack of stakeholders participation	57%	39%	72%
Low socio-economic status of the parents	52.5%	19.5%	71.5%
Low parental education	78%	23.5%	61.5%
Inadequate learning materials available at home	57.5%	29.5%	69%
Weak children performance in Early Childhood	74%	44.5%	60.5%
Low quality of teaching	38%	63%	80%

Discussion

Table no.1 depicts the foremost stumbling blocks in structure of education sector. Noorani (2009) concluded that there are various stumbling blocks that hampers the process of development in education sector of Pakistan. They incorporate lack of availability and accessibility of low cost and high quality education, absence of formal criterion for funds allocation at school level, pathetic policy framework of the government, gender discrimination, rural urban gap, teachers absenteeism and derisory attention of teachers to every student. The researcher illustrates the responses of the teachers, parents and students in the above mentioned table. Thus 70% teachers, 41.5% parents and 52% students agree that absence of whole education sector view is the major stumbling block in education sector of Pakistan. On the top of it 54% teachers, 66% parents and 75.5% students agree that lack of policy coherence is the major barricade responsible for low quality education. Consequently 82% teachers, 67.5% parents and 43% students agree that unclear roles of fragmented government is the major stumbling block that is responsible for low literacy rate in Pakistan. As mentioned in National Education Policy (2009) there are numerous factors that becomes the hurdle in the implementation of any educational policy and they incorporate 1) Absence of whole education sector view 2) Lack of policy coherence in education sector 3) Blurred roles of fragmented government 4) Parallel systems of education (Public-Private sector divide) 5) Widening the structural divide 6) Weak educational planning 7) Weak management and 8) Lack of stakeholders participation. Whereas 42.5% teachers, 66.5% parents and 83% students agree that public private education sector divide (non-uniformity) in education sector is the foremost stumbling block in structure of education sector of Pakistan.

Watkins (2000) investigated that government does not play an imperative role in provision of equivalent quality educational services because wealthier households depend upon private and the poor households depend upon public provision of education sector of Southern Punjab (Pakistan). The resource gap between public and private schools increases day by day. Over and above 65.5% teachers, 49.5% parents and 72.5% students agree that widening the structural divide is the foremost source of scrawny performance of education sector. Whereas 56% teachers, 32.5% parents and 75.5% students agree that weak planning and weak management is the major barricade that is responsible for weak performance of education sector in Pakistan. Moreover 57% teachers, 39% parents and 72% students agree that lack of stakeholders' participation is the foremost stumbling block in attaining high literacy rate and quality education. The table also illustrates the features responsible for better or worse children performance in schools. Thus 52.5% teachers, 19.5% parents and 71.5% students agree that low socio-economic parental status is the major factor responsible for enhanced or worse children performance in school. The key restrictions concerning parents comprise low socio-economic status of the parents, low parental education, cultural and attitudinal stumbling blocks related with girls education, weak teachers performance, lack of accountability and inadequate instructional time given by the teachers to their students (Gropella, 2005).

The major constraints in education sector are low access of girls to education sector, lack of proper school arrangements and inadequate policy implementation that is attributed to lack of improper school infrastructure and proximity of schools (Qureshi, 2004). Accordingly on the demand side poverty, low parental education, gender discrimination, security concerns for girls and long distance from schools are the major obstructions that impede the developmental process in education sector of Pakistan. Alternatively 78% teachers, 23.5% parents and 61.5% students agree that parental education is the major stumbling block that is conscientious for better or worse children performance in schools. Additional major constraints are shortage of resources, lack of schools, inadequate educational facilities, lack of teachers, shortages of qualified staff, lack of learning materials available in school and absence of support from the government (Sayed, 1986). Regardless of this lack of information, inappropriate picture of high dropout rates of learners from schools are also the contributing factors of low adult literacy rate. Occasionally learners do not take part in education sector and do not have an equal access to education sector (Memon, 2007). Whereas 57.5% teachers, 29.5% parents and 69% students agree that learning materials available at home is the major factor responsible for better or worse children performance in school. On the top of it 74% teachers, 44.5% parents and 60.5% students agree that children performance in early childhood is the major factor responsible for better or worse children performance in school.

As discussed in National Education Policy (2009) that Katci class in public schools is considered as Early Childhood Education (ECE) as it was included as a component of Education Sector Reforms (ESR) and also included in National Plan of Action. There are three locales that are needed to be addressed in ECE and they are 1) Wider participation 2) Better quality and 3) Improved governance. While 38% teachers, 63% parents and 80% students agree that low quality of teaching is the major factor responsible for better or worse children performance in school. Gropella (2005) mentioned that the major teachers side constraints is low level of motivation and incentives for teachers. Complementary obstructions include lack of supervision, lack of inspection systems, low teachers salaries, job insecurity, inadequate teachers training, lack of teachers qualification and decentralized system of teachers monitoring. Other stumbling blocks include passive and conventional teaching methods (such as memorizing, individual work and repetition) lecturing, lack of textbooks, teachers opposition to reforms, limited consultation of students with teachers as well as increased repetition and enhanced failure rates among the students (Memon, 2007).

Table No. 2

Percentage distribution of respondents with respect to dominant stumbling blocks affecting the quality of education in Pakistan.

Stumbling blocks affecting the quality of education in Pakistan			
Variables	<i>Percentage of the respondents who agreed on this stance</i>		
	Teachers	Parents	Students
Inadequate school infrastructure	70.5%	34.5%	56%
Gender discrimination	64%	24%	70.5%
Low literacy rate	67.5%	55%	72%
Lack of confidence in public sector schools	23.5%	63%	36%
Political interference	68.5%	44.5%	12%
Teachers absenteeism	28%	59.5%	66%
Deficiency of instructional methodologies	19.5%	42.5%	63.5%
Cheating in examinations	79%	51%	29.5%
Inadequate decision making of the parents	63.5%	18%	82.5%
High dropout rate of the students	48%	65.5%	80.5%

Discussion

Table no. 2 depicts the major stumbling blocks affecting the quality of education sector in Pakistan. Buchmann and Hannum (2001) analyzed that inadequate school infrastructure is the major barricade that trim down the literacy rate and education quality. Accordingly 70.5% teachers, 34.5% parents and 56% students agree that inadequate school infrastructure is the major cause of low quality of educational provision in Pakistan. In spite of these factors low adult literacy rate, low enrollment rate, high dropout rate, high cost of schooling, parental disinterest in educating their children, lack of proper school infrastructure, absenteeism of teachers and low quality education are the foremost stumbling blocks that have pessimistic impact on literacy rate of Pakistan (Malik, 2002).

Outsized number of schools having omitted infrastructure, 37.7% schools up to elementary level are without boundary wall, 33.9% unsupplied with drinking water facility, 37% devoid of toilets, and 60% are devoid of electricity. Thus absence of these facilities has greater impact on enrollment of students. The following table demonstrates that Sind has the highest missing facilities in government schools.

Missing facilities in government schools of Pakistan					
Province/Area	Without building	Without boundary wall	Without drinking water	Without toilets	Without electricity
Punjab	505	13378	8279	14551	26825
Sindh	11669	24470	26240	22588	39616
Khyber Pakhtunkhaw	1113	9116	10029	7888	13719
Baluchistan	681	7689	4197	8425	9806
Source: NEMIS 2008-09 AEPAM, Ministry of Education, Islamabad.					

In Pakistan there are three stumbling blocks that are affecting the quality of education. They are low education spending, low female literacy rate and weak policy making to close the gender gap (Chitraker, 2007). Education disparity is the major hurdle for low female participation in workforce for the development of any country. On the other hand 64% teachers, 24% parents and 70.5% students agree that gender discrimination is the major stumbling block that is affecting the quality of education. As illustrated by Addy (2008) there are many supply and demand side barriers that have the momentous impact on education sector. These barricades incorporate various socio-cultural and economic factors such as inclination of boys education over girls education, poverty, gender discrimination, rigid socio-cultural values as well as direct and indirect cost of schooling (such as school fees, school uniforms and school shoes etc). On the top of it 64% teachers, 24% parents and 70.5% students agree that political instability is the major deadlock that lowers the quality of education in Pakistan. The researcher concluded the work of Papagiannis, et al. (1982) that there are various socio-political and economic obstructions of development in education sector like remoteness, extreme poverty, disability, nomadic living, conflict, political instability, abuse or neglect at home and non-availability of access to education sector. These obstructions encumber the process of development in education sector of Southern Punjab (Pakistan) (Lewin, 2007).

Teachers shortage, teachers absenteeism, inadequate attention of teachers to every student and lack of teachers availability are the dominant causes of low quality education in Pakistan (PRSP, 2003). Low access of children to schools has many reasons and the foremost reasons are political interference, lack of commitment of parents towards their children education, teachers absenteeism, ghost schools, cheating in examinations, low confidence on public schools and parental predilection to private schools. These factors diminish the quality of education in Pakistan (Looney, 2003). The researcher illustrates the responses of the teachers, parents and students. The responses of the teachers are declared in the form of percentages in the above mentioned table. Thus 23.5% teachers, 63% parents and 36% students agree that lack of confidence in public sector schools is the dominant cause of low access of children and their families to education sector. On the other hand 68.5% teachers 44.5% parents and 12% students agree that political interference is the dominant cause of low access of children and their families to education sector. Therefore 28% teachers, 59.5% parents and 66% students agree that teachers absenteeism is the prevailing cause of low quality education.

Other confronts that diminishes the quality of education in Pakistan comprise of underinvestment in education sector, lack of accountability, inadequate potential for resource mobilization, high dropout rates and teachers absenteeism (Ahmad, 2004). Over and above 79% teachers, 51% parents and 29.5% students agree that cheating in examinations is the dominant cause of low access of children and their families to education sector. Other stumbling blocks are acute shortage of teachers, poorly equipped laboratories, little relevance of curriculum to present day needs, cheating in examinations, overcrowded classrooms and lack of adequately trained master trainers (Memon, 2007). Consequently 63.5% teachers, 18% parents and 82.5% students agree that lack of decision making of the parents is the dominant cause of low access of children and their families to education sector. On the top of it 48% teachers, 65.5% parents and 80.5% students agree that high dropout rates by the parents due to child labor is the dominant cause of low access of children and their families to education sector. As revealed by Alderman (1998) there are three major stumbling blocks that becomes the major cause of high dropout rates of the students.

These factors comprise child labor, school fees and school availability. Mahmood, et al. (1994) concluded that decision making plays a crucial role in this regard because child labor, deprivation from schooling, deprivation from adult employment and augmented fertility rate depends upon decision making of the household to educate their children. Dropout rates of the children may be one of the determinants of child labor. Other determinant is poor household with low adult employment. Alternatively Hazarika and Bedi (2003) concluded that Intrahousehold and Extrahousehold child labor have negative impacts on schooling access of children residing in rural areas of Pakistan.

Hypothesis testing:

One Way ANOVA test application on three stakeholders (teachers, parents and students).

H1: Low quality education is the major stumbling block in structure of education sector in Pakistan.

Source	DF	SS	MS	F	P
Factor	2	140.90	70.45	13.84	0.002
Error	596	3033.19	5.09		
Total	598	3174.10			

Discussion

There are countless factors that contribute to low quality education. These factors incorporate lack of women access to education sector, lack of incentives for parents who educate their daughters, absence of proper infrastructure, low quality education, cost of schooling, public private divide in education sector and institutional weakness (Andrabi, et al. 2007). Regardless of these factors low adult literacy rate, low enrollment rate, high dropout rate, high cost of schooling, parental disinterest in educating their children, lack of proper school infrastructure and absenteeism of teachers are the most important determinants of low quality education in Pakistan. Accordingly on the demand side poverty, low parental education, gender discrimination, security concerns for the girls and long distance of schools are the major stumbling blocks that contribute to low quality education. But on the supply side shortage of girls schools, poor quality teachers, teachers absenteeism, weak curriculum and low quality education are the major impediments that affect the quality of education (Qureshi, 2004). Consequently low quality education is the major stumbling block in structure of education sector of Pakistan ($p=0.000$). Education should be acquired with improved learning skills because it is good for the individual growth, national development, amplified competitiveness and improved quality of life.

However nowadays children have poor learning outcomes that have an impact on both individual and society. Poor learning habit causes grade failure, grade repetition, inadequate skill acquisition, high dropout rates of students and students absenteeism. These determinants contribute to lower the quality of education in Pakistan (Gropella, 2005). Accordingly in underdeveloped countries the foremost apprehension is squat quality education that becomes the major motivator for the students to learn less despite off spending greater time in school. The major issue in this regard is teachers style of teaching and school environment (Heyneman and Loxley, 1983).

H2: Low socio-economic status of the parents is the major stumbling block in attaining high literacy rate.

Source	DF	SS	MS	F	P
Factor	2	96.37	48.19	25.13	0.000
Error	597	1144.82	1.92		
Total	599	1241.19			

Discussion

The researcher thus hypothesize that the major stumbling block in attaining higher literacy rate is low socio-economic status of the parents ($p=0.000$). Mostly the parents are not conversant or literate up to the primary level therefore they prefer to educate their children up to primary level or even do not enroll their children to school (Bano, 2008). The major factor in this regard is low socio-economic status of the parents who do not afford the educational expenses of their children. They engage their children in household works. Now and then if the children are enrolled in schools then they drop out due to poor attention of the parents to their studies and due to their low socio-economic status (Ornstein and Levine, 2008). Features that impede the process of development in education sector incorporate various socio-economic variables including poverty, neighborhood characteristics, single parental families and low parental education.

The consequences of these blockades include weak performance of the students in schools, behavioral problems with the students and students delinquency. Parents do not afford school fees and other school expenditures therefore the students drop out from school. Low parental education and low socio-economic status of parents are the major causes of low enrollment and high dropout rates of the students. Therefore financial resources will decide that whether children have to enroll in schools or not. Addy (2008) concluded that when the parents have to opt between the girl and boy education they always prefer boys education over girls education whether it may be the financial issue or some other socio-cultural issue (like early marriages, some rigid social-cultural values and expectation with girls to do household chores as first precedence). The researcher pointed out that these factors contribute to high dropout rates and low enrollment of the students especially girls become the victim of this negligence.

H3: Biased household school choice for girls is the major stumbling block responsible for low enrollment rate of girls.

Source	DF	SS	MS	F	P
Factor	2	151.23	75.61	34.72	0.000
Error	597	1300.31	2.18		
Total	599	1451.54			

Discussion

The major stumbling blocks to education sector are gender role stereotypes, restricted involvement of girls in decision making process, high dependency ratio of the women on the head of the family, patriarchal structure of society, mute girlhood, restricted movement of girls, domestic work related to females, intrahousehold child labor, extrahousehold child labor, rigid cultural patterns, limited transportation, poor roads, unsafe traveling, conservative attitude of the family members and predilection to boys education. Values expectation with the Muslim girls such as (purity, modesty and veiling) is the major stumbling block to the access of girls to education sector (Qureshi, 2004). Predilection of boys education over girls education and low quality education has more negative impact on girls education than boys education. There are several important factors that dispossess the children from schooling such as direct cost of schooling, opportunity cost of schooling, gender factors and child labor (Hashmi, et al. 2008). Unawareness from the role of education in occupational attainment, raising earnings conditional on occupation, cultural heterogeneity, low educational facilities for girls, poverty, child labor, limited access to schools, dropout rates, distance from schools, lack of resources, large family size, low family income, girls related to agricultural activities in rural areas, lack of systematic planning and early marriages of girls are the major stumbling blocks that prefers boys education over girls education (Latif, 2009). Cultural patterns are so rigid that they always oppose girls education. Cultural norms of the society are the major obstructing factor in schooling of rural girls (Ali, 1997). Other factors are lack of awareness of the parents about educating girls, distance from the school, better residential and wealth statuses of the household, gender biasness for girls enrollment, attitude of the heads of the households towards girls education and the perception of the heads of the households for higher superlative level of education for females (Hashmi, et al. 2008). Additional imperative determinant of low quality education of girls is the preference of parents to boys education. Consequently the parental preference to boys education is the foremost stumbling block that is responsible for low enrollment rate of girls ($p=0.000$).

H4: Inadequate policy making is the major stumbling block in attaining high literacy rate.

Source	DF	SS	MS	F	P
Factor	2	262.29	131.15	93.17	0.004
Error	597	840.37	1.41		
Total	599	1102.66			

Discussion

Policy making is necessary for the development of any country and the important dimensions are 1) Systematic learning 2) Indirect interview strategies 3) Institutional analysis and 4) Staff development. The researcher concluded that education planning has been the effectual instrument for educational management.

The planning is mostly weak or if good planning in education sector is happened then due to certain drawbacks this plan is not successful that include many causes such as 1) Failure to taken into account the diversity of local conditions 2) Complexity of technical systems 3) Neglection of implementation issues and 4) Neglection in proper allocation of resources (Vespoor, 1992). World recent conference on Education for All makes it ensure that new resources can be expected to become available for the development of education sector. When the policy makers ignore the cultural multiplicity then this leads towards weak policy making (Bridsall, 1996). Thus the policies should be designed according to the cultural patterns and local conditions of the certain area. These factors include a variety of political, beurocratic, institutional and infrastructural factors such as political instability, inconsistent educational policies, budget constrictions by the government that have noteworthy negative collision on education sector as well as lack of incentives for both girls and for their parents (Barro and Lee, 1993). Other factors are political emphasize upon the access, enrollment verses retention, non-fulfillment of beurocratic promises towards gender equality, lack of female teachers particularly for girls schools, safety issues including gender violence as well as long distances from schools (Addy, 2008). When the educationists makes some educational planning then they have to consider two main things 1) Policy making and 2) Policy implementation. Both these factors are obligatory to make a successful education policy. If the planning is weak then education policy is unable to achieve its targets in limited time span to achieve high literacy rate ($p=0.000$) (Heyneman, 1987). On the other hand when the policy implementation is weak then this leads to policy failure in education sector.

H5: Cost of schooling (direct and indirect) is the major stumbling block that diminishes the effectiveness of education sector in Pakistan.

Source	DF	SS	MS	F	P
Factor	2	153.80	76.90	30.92	0.002
Error	597	1484.97	2.49		
Total	599	1638.77			

Discussion

Parental carelessness, increase in educational expenses and non-instantaneous improvements from education are the major stumbling blocks that diminishes the effectiveness of education structure in Pakistan. Income of household is the important determinant of school completion and increased enrollment rate of students (Behramen and Knowles, 1999). Due to lack of schools children are slot in child labor and diverse employment opportunities. Public primary schools significantly amplify the likelihood of dropout rates because they are not able to provide necessary educational skills to the students. Watkins (2000) concluded that direct cost of schooling is also the foremost barrier in the development of education sector and this can be divided into two categories. The first category comprises the official fees and the second category includes the extensive range of factors like household budgets, cost of textbooks, school uniforms and school fees. Other barricades are also significant like low share of GDP accounted for public revenue, low proportion of revenue allocation to education sector and low share of education budget to basic education. Other blockades are lack of low government obligation to education sector, inadequate allocation of resources to education sector, shifting resources between public and private sectors, inadequate resource mobilization, misplaced budget priorities and neglection of government to primary education in terms of budget allocation of resources. The researcher draws a relationship between two variables.

The researcher hypothesize that there is a momentous relationship among direct and indirect cost of schooling and diminished school effectiveness in education sector of Pakistan. Noorani (2004) concluded that there are many blockades in education sector that encumbers the process of development and they include two major areas such as direct cost of schooling (e.g. school fees, school uniforms, school shoes and school books) and indirect cost of schooling (e.g. traditional, cultural and religious beliefs; gender stereotypes associated with girls education, lack of knowledge on benefits of education and gender differences). Therefore the cost of schooling (direct and indirect) is the major stumbling block that diminishes the effectiveness of education sector in Pakistan ($p=0.000$). Deininger (2003) depicted that school fees is the major determinant of school completion and it is the direct cost of schooling that has the negative influence upon the enrollment rate of the students. Hopper (1991) concluded that school uniforms, schools books, low parental income and labor contribution are the cost of schooling that deprives the children from getting quality education. Watkins (2000) concluded that school fees is the major determinant that permanently deprives the children from schooling.

Conclusion

Education plays a massive role in the development of any country but in case of Pakistan various stumbling blocks diminishes its efficacy. During the past fifteen years more attention has been drawn towards the right of education because the most important barricade of education is parental obligation whereas one considers it is the state charge only. Thus education policies are swiftly detrimental because more diversity in education sector escorts towards more responsibilities for the parents and more autonomy for the students. The right to education and freedom dimension has been neglected for long time. Despondently there are various obstacles to school progression. The obstacles in the education sector have greater and deteriorating impacts on girls schooling than boys education. The major obstacles in the progression of schooling in rural Pakistan include the gender differences in educational attainment, Intrahousehold resource allocation and wealth effects. Girls are always neglected and become the victim of gender discrimination in education sector which is the major cause of low enrollment rate of girls especially in primary schools. Low access of children to schools has many reasons and the foremost reasons are political interference, corruption activities, teachers absenteeism, ghost schools, cheating in examinations, low confidence on public schools and parental preference to private schools. Pakistan is trying to improve their education level by uplifting their education standards but it is facing many impediments like issues of quantity, quality, equity, student unrest, faculty barriers, education policies barricades, budgeting problems and population explosion.

Policy implications

1. Government should ensure the participation of women and minorities in every education policy.
2. Government should guarantee the student centered learning.
3. Government should establish separate schools for girls so that the rigid cultural practices donot become the stumbling block for quality education of girls.
4. Government should focus on increasing the number of schools so that parents and students have an easy access to education at least at the primary level.
5. Government should focus on various factors regarding schools that can amplify the confidence of parents to send their children to school as well as increase in the literacy rate. These factors incorporate provision of appropriate infrastructure, stipulation of appropriate teaching facilities, suitable examination system, clear objectives of education system and major educational disputes they have to face.
6. Government should give maximum funds to establish laboratories, libraries and research centers in every school.
7. Government should bestow some inducements so that stakeholders participation can be increased in education sector of Pakistan.
8. Government should execute policies that can give administrative autonomy and uniformity to education sector which is the only way to achieve quality education in Pakistan.
9. Government should perk up enrollment rate of the students by plummeting the direct and indirect cost of schooling.
10. Government should improve school reformations and ascertain improvement in the school infrastructure of Pakistan.
11. Government should perk up the infrastructural facilities like clean water, roads, boundrywall, toilets and lightening.
12. Government should augment welfare services so that the poor families should focus on educational attainment of their children.
13. Government should initiate optimistic competition between the state schools and private schools so that both can contribute to amplify the literacy rate of Pakistan.
14. Government should introduce such curriculum that must be relevant to the present day needs.
15. Government should introduce such programmes that instigate creative ideas, motivation, energy, idealism, national integration and self-discipline among the students.
16. Government should launch such programmes that can diminish the outcomes of gender role stereotypes associated with girls.
17. Government should made endeavors in infrastructure development, instigate various awareness programmes for the people to understand the importance of education as well as ensuring the provision of subsidies and incentives to the teachers and parents.
18. Government should prepare uniform curriculum format by taking into consideration standards, benchmarks and learning outcomes of education sector in Pakistan.

19. Government should endow with financial amenities to policy makers so that good policy making and policy implementation can be ensured.
20. Government should strive to remove illiteracy and prerequisite of free compulsory secondary education within minimum possible period.
21. Government should endorse teaching quality as well as curriculum to perk up the overall education quality.
22. Policy makers should make coordination between time span and resources to achieve the objectives of every education policy.
23. Government should prop up post primary education for girls through fiscal incentives that helps to modernize the Madrassas.
24. Government must give proper attention to curriculum such as outdated curriculum, biased curriculum, inappropriate curriculum and poor quality content in curriculum so that low quality education can be avoided.

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