

Elite And Government Secondary Schools' Performance In Karachi, Pakistan: A Comparative Analysis

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Abstract: Purpose - The main objective of the study is to make ascertain the performance of Elite schools and Government secondary schools in Karachi pointing towards the social disparity with regard to underscore disadvantaged students of government schools in comparison to elite schools and the general performance and provision of overall facilities.

Design/Methodology/Sample – The research was exploratory (Quantitative) in nature. The target population of the study consists of all Elite and Govt. Secondary Schools in Karachi. For making this study accurate, a simple random sampling method was employed. The first hand (primary) data was collected from randomly selected stakeholders (headmistresses and teachers) of 10 elites and 10 government secondary schools within the specified area of Defense and Clifton in a non-contrived setting. The instruments of data collection (questionnaires, survey schedules) was developed and validated. The data was collected through mail and personal visits. The analysis was made and Hypotheses was tested by using Chi-square method.

Findings – The major finding of the study were highlighted the professional and academic biasness, indictment of teachers skills and inequality of mental and physical facilities involvement, to emphasize which type of schools had better school performance, low drop out, better maintenance of academic performance record, enrollment record, availability of computers and playground. The major inference of the study is that better qualifications of school teachers and headmistresses and better mental and physical facilities have positive relationship with school overall performance.

Research Limitations/Implications – This research was conducted in the urban context therefore they may not apply precisely to all of the respective type of schools throughout Pakistan, the data from rural schools and from members of other populations would have generated different results. The author draws attention to highlight the imbalance of giving equal opportunities and future prospects to all of the students in the country, whereas integrated and equitable system of education is vital need for nation building.

Keywords: Proficient teachers, Low educational standard, Uncertainty of jobs, Quality of education, Academic performance, Dropout rate of students, Performance of Elite schools, and High fee structure.

• Introduction

This study has been conducted with the core objective to understand the degree of imbalance in providing quality education in the urban sector of Pakistan. Two types of schools: Government schools and Elite English medium schools are the focus of inquiry in this study. In Pakistan the quality or

standard of education is lowering and deteriorating in our schools. Without improving educational standard, we cannot compete with the modern world. In a significant way this study will endeavor to explore the comparison of practices

of two types of school education, aiming to add to the academic literature.

- **An Overview of the Study**

Factually the classrooms made the nation's fate. This entails that, for the development and progress of a nation, education is the main source and highly responsible for the betterment of its future, hence nation building is only possible through quality education. Country will be molded as soon as the students mould through education. Therefore, the educationist and other

responsible must consider the fact that education should be qualitative so that the students should upsurge with essential skills, knowledge and correct approach to perform their obligations. In this context, it is a fact that in any country, the essential most elements to enhance the quality of life is basically the quality of education. In this regard it is crucial to raise some issues and search out their solutions. This study is therefore designed to measure the quality of education in both government secondary schools and elite 'English medium' schools of Defense, Clifton, Karachi having such objectives to make recommendations for their solutions.

- To examine the qualification of headmistresses and teachers, the ratio of student-teacher and board examination results of the students in both type of schools.
- To investigate the quality of education by means of quality of management, teaching staff, curricula, infrastructure etc. in both types of schools.

Generally, in government schools and elite schools, almost always, consists of 5 years of primary, 3 years of middle, 2 years high (Matric/GCSE) and 2 years of higher secondary schooling (FA/FSc. Level/A' Level) in the formal education system. In terms of educational structuring, the two schools differ in terms of regulation and financing. Government schools are deeply dependent on the state exchequer, though currently the task for the education delivery and management has shifted to the districts and considerably the system has become decentralized (Devolution Plan 2001). Government schools are about always single-sex schools (exceptions occur when schools are coeducational up till primary after which they become single-sex). Moreover, they operate under poor conditions, they mandated to provide free primary education but it is seem that it often imposed many of non fee expenditures like examination fee, admission fee, books, uniform and even transport.

Whereas, elite schools are privately- owned or individual owned bodies, managed by single ownership, trusts, NGO's or other means of management. They are mostly run by sole entrepreneur and are usually for-profit organizations. They are required to be registered

with the respective provinces department of education, but many of them often not to follow it. Further, by law, recognized private schools must charge fees approved by the Education Departments. There is great heterogeneity in private schooling: Private school fees range from exorbitantly high to relatively small amounts. Furthermore, disparate government schools, private schools are often co-educational. According to FBS (2001) estimates, in all over Pakistan, 95 per cent and 96 per cent of all primary, middle, high and higher secondary private schools in 2000 were co-educational.

It is expected that approximately 3 million students at all levels studying in more or less 30,000 private educational institutions functioning in the country. These institutions are mostly 'English medium' schools and provide education to all levels from playgroup to postgraduate. Few are owned

by individuals and others have been established on community basis (Govt. of Pakistan, 1998). It is a common view of people that the schools in public sector are not performing well. The people who can afford, send their children to the private schools even they pay high price for it. This behavior shows that people do not trust in public sector schools. The education policy (2009, p.10) documented that the emergence and continued presence of parallel systems of education in Pakistan, private schools and madaris, apparently violates the principles of the uniformity of the educational system adversely.

Report of the World Bank (2002) stated that, government can help in the key means to improve the educational standard are adopting elastic strategies for the attainment and use of efforts, setting certain standards, supporting efforts to get better, achievements and assessing performance. There requires five inputs to Learning: the motivation and capacity of the student learning, the subject to be taught, teacher who can teach the particular subject with good knowledge and understanding, allocating time frame for learning and teaching and learning tools.

In education system of every country secondary education embraces a key position, as it offers as a link among elementary level and higher education and also for most of the students it is the terminal stage. Quality of higher

education depends upon secondary education because it gives input for higher education (Govt. of Pakistan, 2003). The stage of secondary education is therefore needs to be reinstated in a way that it trains the youngsters to effectively and efficiently adjust to their professional lives (Govt. of Pakistan, 1998). In the field of secondary education, operationally there are two sectors are functioning, i.e. government sector and private sector. In the growth of education in a country, private sector serves as a significant role. It facilitates both in the qualitative growth and quantitative development. In many advanced countries, on this important social cause private sector bears all the expenditures to deal with it. In Pakistan, where is annually about 3% growth rate of population, and about 20% of children to be had are in the secondary schools only, therefore; to share this great burden, there is a great deal of support is needed by the private sector. To build and effectively run all the required schools government cannot alone serve for this rationale (National Education Policy, 1979).

Quality of education lies upon the government versus the elite schools specification of education. It is significant to know about efficiency of both schools in terms of their potential, organizational differences and differences in their determined goals and achievements. However, the debate on government/elite schools will be helpful in considering whether elite schools management and provision of education is more proficient than government schools and to know that whether on ground competition create through evolving of elite schools effect efficiency of stagnant government sector schools.

Few authors perceive private schools in most developing countries, as only performing marginal role as channel for educational expansion (Lockheed and Jimenez, 1994). Further on equity grounds, question aroused on unhindered expansion of fee-charging schools that they only provide elite schools in urban areas and fringe out the poor. Such views have been confronted in Pakistan. Studies enlighten the role of private schools as an unparalleled spreading out rather than just a marginal role. Moreover, facts tells that it not only provide to the urban zone but also employed for the poor also (Alderman, Orazem and Paterno, 2001; Andrabi,

Das and Khwaja, 2002). Some facts entail that elite schools can play its role in bridging gender gaps as it is observed that in rural areas parents are seen willing to send their daughters to coeducational environment (Andrabi et al., 2002). According to Watson, (2005), "the poor performance of the government sector coupled with the pro-private policies of government schools have resulted the extraordinary spreading out of private education provision."

There were conducted three studies in Pakistan which intend to evaluate two types of school by measuring differences of students learning and their centre of attention is on students of primary schools (Alderman et al., 2001; Arif and Saqib, 2003). No study was entertained to check the relative effectiveness of government and private schools at the middle level which is just before the transition to secondary school. Lack of data has been a key restraint impedes developmental research in Pakistan. This paper is having basically two concerns within the perspective of school quality discussion. First of all, in Pakistan, a current study ascertain an immense and statistically considerable pro-male discrimination, inside homeland allocations of education expenses in both the enrollment choice as well as put conditions on enrollment (Aslam and Kingdon, 2007). Next, in the last two decades, Pakistan has gone through, rapidly increasing of private provision of education. There is also a growing question aroused of international interest, whether any advantage of private school and if so, why it is.

Hence it is proved that education is the most significant instrument for growth and development. According to the UNESCO, Dakar Framework for action (2000, p. 3) depicts the role of education for development as “Education is an essential human right. It is the key to sustainable development and peace and stability within and among countries, and thus a requisite means for effective contribution in the societies and economies of the twenty-first century”. So in Pakistan, government should provide the right education because Pakistan is an active partner of United Nation for the slogan “Quality education is the basic right of every child”. The issue of worsening of quality in education in Pakistan, especially deterioration in quality of secondary

education in government schools should be the priority to solve this issue for government.

- **Statement of the Problem**

The key concern of the educational planners and pedagogical has always the secondary education. The efforts to understand the recent societal issue will be presented with the eagerness that it should crop up to the desire of the stakeholders like headmistresses, teachers and administrators of traditional government schools in contrast with Elite schools. The study has been kept focused on the topic, to know the facts on ground, “A Comparative Study of Elite Schools and Govt. Secondary Schools in Karachi”.

- **Objectives of the Study**

The main objectives of this study are as follows:

- To know the quality of education in elite private schools and government sec. schools of Karachi.
- To evaluate the performance of Elite Schools and Govt. Secondary Schools in Karachi based on:
 - To know the qualification of headmistresses and teachers.
 - To know the academic performance of students.
 - To find out the dropout rate of students.
 - To examine the performance alleged by stakeholders (headmistresses & teachers).

- **The Hypotheses of the Study**

Following hypotheses will be formulated to assess the objectives of the Study:

H1: The academic performance of students of Elite schools in Karachi is better due to proficient staff.

H2: The dropout rate of students of Govt. Sec. schools in Karachi is high due to low educational standard.

H3: The performance of Elite schools in Karachi is better due to uncertainty of jobs.

H4: The high fee structure in Elite schools in Karachi is due to better quality of education.

- **LITERATURE REVIEW**

This research was conducted with the aim to explore the educational system as well as their hierarchical nature in Pakistan. In this study, researcher was intended to present literature about the socioeconomic backgrounds, education and the related methodologies, different training and conflicting diversities offered to the masses. This study was basically designed to highlight the offering academic literature's shortcomings. Further, this research was anticipated to analyze subsequently regarding reproductive methods to gain knowledge and understanding in two type of schools to distinguish how they persuade the country assets and delivering equal opportunities of future prospects to the students. Hence this study expected to contribute to the literature of education in a useful way. To scrutinize such comparative study in schools empirically in Pakistan, there has been a very little effort made, so researcher made an attempt to fill this gap and presented comparative study of both Elite and Govt. Sec. Schools. Historical background and theoretical perspective of the study were explained as under to attain further understanding of the topic.

- **Background Literature**

Many educationist and social observers alleged that education system prevalent in Pakistan presented broad range of choices, in respect to the relation among socioeconomic classes and the countrywide existing educational opportunities. It is usually argued that there were two systems of education prevailing, the system of religious based education which is called traditional and the formal system of education, called as modern (Baldauf, 2001; Hayes, 1987; Rebecca & Lopez, 2002: 1014). In 1857, with initiation of British rule, the religious education giving institutes, called as madaris started to back foot. A new public school system was introduced by British and alienated education system into secular and religious or modern and traditional domains had such aim to prepare people for administrative dealings (Anzar, 2003; Khalid, 2009, p. 57).

In pertaining to the assumption regarding function of Dars-e- Nizami, Mahmoudi (1998), and Rahman (2004) proclaimed that previous age was golden, in the sense that quality education was delivered in that period, whereas current age is simply the conservation of the glorious past. Public schools and English medium private schools are the two main sectors of modern system of education, which providing contemporary secular education to the students in our country.

With reference to their rationale, mode of education (for e.g. course of study/methods of teaching, etc., etc.), and the fee structure there, Rehman (2004), elaborates that, there can be classified English medium private schools into three main categories: a). elite private schools, b). non-elite private schools, and c). elite public schools which under state influenced. There are also sub- divisions within. Cadet-school/colleges are mostly elite schools under state influenced; they are called as a high quality education provider, offer financial support to the military personnel's children. The private schools were only established for the ruling class by the British invaders for giving them education. In this regard, Adam Curle, (1966), give emphasis to that, indeed, carried out the education of ruling class in subcontinent of India on the same way in a parallel school structure like in England, by giving no education without any sanctions, whether economic and social to the one who were belong to the lower class.

Nyrop (1983) states that in the colonial era the education provided for aiming to staffing the civil service and turn out educated elitist that should be loyal to the British colonizers. Juma, (1987); Rahman, (2004), affirms that in the subcontinent, for maintaining the inherited aristocracy there were

established two types of schools by the British colonizers, referred colleges for chief's and colleges for the professional class which are said to be newly emerged.

Carnoy, (1974) ; Lewis, (1962) emphasized that in both type of school systems, English was used as a tool and vital symbol in the course of Anglicization. Likewise, Raleigh, (1906), proclaims that the purpose of establishing the English or European type of schools is to

strengthen the societal upper class rights of supremacy.

According to Hyder, (1966), "in India, the European schools had reproduced the same aristocratic vision of education like public schools in Britain, for fortifying the ruling class privileges, prepare them to be better and intelligent professionals, army officers and high level government officials. The purpose of retaining elite English medium schools after political freedom even is only safeguard privileged class and imparting quality education to them and replicating Western ideologies and values in respect of making mind set of the elite class and served their vested interests in the country.

According to Iqbal, (2009), & Moniza (2009), in Pakistan, there exists bureaucracy/military/religious heads and feudal under the ruling class, who has successfully adopted the philosophy of educational methods, value system and beliefs in which under their mentality all others are, supposed to be docile except the inborn high class who are declared by inheritance supreme class. Moreover Adam Curle, remarked that in Pakistani hierarchy, goals of education and education policies developed after its independence remain the same. Against the actual role of education as a way of encouraging social equality, in Pakistan its purpose was in contrary to keep up the stagnant condition. Whereas, education has its role in developing and categorizing knowledge that reproduces the code of social contract and power allocation. It is the alarming demand of country like Pakistan, where, such biasness existed in income and availability of chances that educational policy should build upon pioneer objectives which help in eradicating social injustice. Hence, commissions, appointed by the government time by time, to evaluate and recommend procedures for development, to make democratic education system. As commission of Hamoodur Rahman put emphasis on the ground that government shows its biasness towards funding, elite schools are funded more by government than public schools which proves the discrimination amongst citizens and against the constitutional promise. Furthermore, the principle of impartiality and social equality does not appropriate with the better and low-grade schools.

Furthermore, Government of Pakistan, (1966), the principle of impartiality and social equality does not appropriate with the better and low-grade schools. Similarly, 1972 National Educational Policy suggested that, provision of extraordinary amenities for women, disadvantaged people and equal availability of education to all either live particularly in remote areas and generally to all (Government of Pakistan, 1972), and to make education more decisive and justified, this educational policy laid emphasis on two important objectives, as following:

- All the public schools which are known as Elite educational institutions, later will be acquired by the government and also will be transformed into gifted schools. (Government of Pakistan, 1972, p. 19)
- Furthermore, these Elite schools will offer improved studies program, completely free of cost to all the gifted kids of whatever background and financial condition, present in any part of the country. Hence on the basis of ability and intellect, these Elite schools will play their role in social restructuring in equality basis, which were previously segregate the country on the basis of riches and poor. (Government of Pakistan, 1972, p. 19)

Likewise, the Zulfikar Ali Bhutto's government, therefore, decided to get rid of such societal barring and from 1970's, instigate an immense nationalization process. Consequently, by 1st September,

1972, the no. of private colleges which undergo nationalize were 175. Later phase wise many varied private schools were taken under government, started by October, 1972, which ended up by October, 1974. Therefore, in this way the no. of nationalized private schools were reached 3,334 (Government of Pakistan, 1979, p. 26). Media, teachers, academics and on the whole general public accepted the nationalization with open heart, because it has a complete framework for deprived class of people with progressive design and highly spirited.

Jones and Jones (1977), proclaimed about the nationalization process that what so ever promises regarding introducing value system, equity to access, local contribution in overall process of education and illiteracy

abolition, this educational policy would not realized any of its objective successfully in Pakistan, like, at that time there were exempted around 221 those private English medium schools who were charging high fee structure, as they claimed to preserve enrolment of 20 % for those students who wouldn't afford.

Similarly, Bergman and Nadeem, (1998), further enlighten that, in this way the policy declaration were not realized in the sense that Elite schools for privileged class were set aside from nationalization and the policy stature regarding access to equal availability of education on merit basis and to all those who couldn't afford were abolished. Hence biasness against disadvantaged students, who were studied previously in Urdu medium schools, is noticed in the entry tests in such English medium schools. Rehman therefore stated that Elite schools have maintained their culture of promoting Elite class, as a business in Pakistan, to provide power and wealth to the Elites (Rahman, 2004, p. 15). It entails that the history of present day Elite schools which are under study in this paper were not under nationalized in the early 1970's process of nationalization.

It gives the impression that in the successive years; apparently the trend of moderation is seen in policies of government. Later in 1980s, government by itself realized the worsening of public sector for equal accessibility of educational resources and skills to the public sector, and to resolve this, well address all the issues and sort out those indicators who claimed to be low (Government of Pakistan, 2004).

Therefore, to deliver the educational services and in management and financing side in the country, the state government decisively taken significant steps to engage civil society and public sector institutes to take part in it (Government of Pakistan, 2009, p. 4). After that privatization and somewhere denationalization terms were used, in early 1980's, non-elite private schools were established which grown day by day reaching ten times in numbers, since 1983 till yet (Andrabi, Das, & Khwaja, 2002). Under overall schools in the country, in which Pakistan Education and School Atlas, (2002), proclaimed that in that year the percent of non- elite private schools were reaching 18% with generally enrollment ratio were 27%, later it was

improved in 2009 up to 36% (Government of Pakistan, 2009, p. 62). One of the major reasons for such development under non-elite private school sector by view of the most academics is English language which is highly demanded in our country. Some researchers like, Juma (1987), Moniza (2009), and Qadeer (2006) give emphasis to the trend of rising competency of English language in every fields in our country, stated that in every day obligations and domains of life English play a very significant function. Without having command on English, the accessibility to a good job is almost impossible, this principle lies in both government as well as private sectors.

Hence in particular, this research paper tend to examined different mechanism and efficiency of two type of schools and to know their potential influence, so here researcher also point out some significant theories to realize the spectrum of this comparative study with the aim of highlighting the

critical challenges towards creating equitable structure of education in Pakistan. The relative theoretical background of this study is as following.

- **Research Method**

This study is intended to explore the comparative study between Elite private and Govt. Sec. schools in Karachi. Researcher was conducted quantitative research; which was exploratory in nature. The major purpose of exploratory research is to describe the characteristics of two types of schools belonging to different populations. The first hand (primary) data was collected from randomly selected ten Elite and ten Govt. Sec. Schools out of approx. 60 private elite schools and 15 govt. Sec. School's populations of Clifton, Defense, Karachi South in a non-contrived setting. The mode of data collection was questionnaire designed and filled

from sample size n=60 (2 teachers and 1 headmistresses from each type of school), in order to analyze the correlate effects between the dependent and independent variables. Analysis was done by using the appropriate statistical technique, which helped in carrying out Chi- square test.

- **Data Analysis and Results**

In this study, after getting data from the respondents, researcher were presented the data analysis by using statistical measures and interpreted the results. With reference to the specific parameters; academic qualifications of headmistresses and teachers, professional qualifications of headmistresses and teachers, number of passing % of students in class X in 2013, number of leaving students in X in 2013, fee structure of both type of schools, feeling of job accomplishment, providence of regular teaching guidance to the teachers, satisfaction with the academic performance of the students, consideration of the individual difference among the students during teaching, availability of audio visual aids, regular review of the performance of the teachers, effective use of teaching kit for different subjects, use of teaching aids by the teachers, accountability of irresponsible teachers and employees for their misconduct, expression of knowledge in English by the students, regular class tests/regular assessment, review regarding the internal administration and examinations and headmistresses/teachers acquaintance with the academic problems of institution, the comparison among Elite schools and Govt. Sec. Schools was made. The data was analyzed by calculating frequencies and percentages and hypotheses were tested by means of Chi-square method in tables as follows.

Table 4.1. Comparison of Academic Qualifications of Headmistresses/Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Academic Qualifications of Headmistresses/ Teachers	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Matric	-	0	-	0	-	0
F.A/F.Sc	-	0	3	10	3	5
B.A/ B.Sc.	6	20	16	53.3	22	36.7
M.A/M.Sc.	24	80	11	36.7	35	58.3
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.1 highlights the comparison between academic qualifications of headmistresses/teachers working in Elite schools and Govt. Sec. schools. The highest group indicated by

this table is the 58.3% respondents who have qualified M.A/M.Sc. The group of the respondents who are said to be second largest is the 36.7% respondents who have qualified B.A/B.Sc.

It underscores that in government sec. schools the percentage of Matric, FA/F.Sc. and BA/B.Sc qualification of headmistresses and teachers were recorded as 0%, 53.3% and 36.7%. Whereas B.A/B.Sc qualified respondents of Elite schools hold 20% and MA/M.Sc qualified hold 80%. It can be seen from the above table that the Elite school's respondents are more qualified than Govt. Sec. schools.

Table 4.2. Comparison of Professional Qualifications of Headmistresses/Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Academic Qualifications of Headmistresses/ Teachers	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
PTC	-	0	-	0	-	0
CT	-	0	18	60	18	30
B.Ed.	18	60	6	20	24	40
M.Ed.	12	40	-	0	12	20
None	-	0	6	20	6	10
Total # of Respondents	30	100%	30	100%	60	100%

Table 4.2 underscores the comparison between professional qualifications of headmistresses/teachers functioning in Elite schools and Govt. Sec. schools. The table highlights the highest group 40% of respondents have qualified B.Ed. The group of the respondents who are said to be second largest is the 30% respondents who have qualified CT.

According to this table, the percentages of PTC, CT and B.Ed. qualification of headmistresses/teachers under govt. sec. schools were reported as 0%, 60% and 20%, while no one have qualified M.Ed. there, whereas in Elite schools, B.Ed. qualified respondents hold 60% and M.Ed. qualified hold 40%. This table proves that the Elite school's respondents are professionally more qualified than Govt. Sec. schools.

Table 4.3. Comparison of Number of passing % of Students in class X in 2013.

No. of Passing % of students in class X in 2013	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
1-25%	-	0	-	0	-	0
26-50%	-	0	15	50	15	25
51-75%	-	0	15	50	15	25
76-100%	30	100	-	0	30	50
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.3 focuses the comparison between number of passing % of students in class X in 2013 at Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% under range of

76-100%. The group of the students which are said to be second largest is the 25% under ranges of both 26-50% and 51-75%.

It emphasizes that in government sec. schools the passing percentage of students in batch of 2013 were recorded as 50% under range 26-50% and 50% under 51-75%, while 100% passing percentage of students in elite schools were recorded under 76-100%. It shows that the

passing percentage of Elite schools is much exceeded than Govt. Sec. schools.

Table 4.4. Comparison of Number of leaving students in Elite schools in class X in 2013 and Govt. Sec. schools in Karachi.

No. of leaving students in class X in 2013	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
00-05	30	100	0	0	30	50
06-10	-	0	3	10	3	5
11-15	-	0	17	46.6	17	23.3
16-20	-	0	13	43.3	13	21.7
21-25	-	0	-	0	-	0
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.4 shows the comparison between number of leaving students in Elite schools in class X in 2013 at Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% under 00-05. The group of the students which are said to be second largest is the 23.3%, under 11-15.

It illustrates that in government sec. schools the leaving percentage of students in batch of 2013 were recorded 46.7% under range 11-15, 43.3% under 16-20 and 5% under 06-10. Whereas 100% leaving percentage of students in elite schools lied under 00-05. It highlights that the leaving percentage of Govt. Sec. schools are much exceeded than Elite schools.

Table 4.5. Comparison of fee structure of the Elite schools and Govt. Sec. Schools in Karachi.

Fee Structure of Schools	Elite Schools	Govt. Sec. Schools
Total		

In this table 4.5, the comparison of fee structure of the Elite schools and Govt. Sec. Schools is enlightened. The highest group indicated by this table is the 50% under 0-3000 range. The group which are likely to be second largest is the 35%, under 11000-15000 range.

It shows that in Govt. sec. schools the fee structure were recorded 100% under 0-3000 range, while in Elite schools the fee structure

varies from school to school, like 70% under 11000-15000 range, 20% under 4000-10000 range and 3% under >15000 range. It highlights that the fee structure of elite schools are much exceeded than govt. sec. schools. The highest group indicated by this table is the 100% under 0- 3000 range. The group which are likely to be second largest is the 70%, under 11000-15000 range.

Table 4.6. Comparison of feeling of job accomplishment of Headmistresses/Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Feeling of job accomplishment	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	30	100	-	0	30	50
Agree	-	0	18	60	18	30
Neutral	-	0	12	40	12	20

Disagree	-	0	-	0	-	0
Strongly disagree	-	0	-	0	-	0
Total # of Respondents	30	100%	30	100%	60	100%

In this table 4.6, the comparison of feeling of job accomplishment of Headmistresses/Teachers working at Elite schools and Govt. Sec. Schools is projected. The highest group indicated by this table is the 50% showed their responses as strongly agree. The group which are likely to be second largest is the 30%, under option agree.

It shows that in Govt. sec. schools the feeling of job accomplishment were recorded 60% as agree

and 40% as neutral, whereas, in Elite schools the feeling of job accomplishment of respondents stick on 100% as strongly agree. It highlights that the feeling of job accomplishment of elite schools respondents were much exceeded than govt. sec. schools.

Table 4.7. Comparison of providence of regular teaching guidance to the Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Providence of regular teaching Guidance to the teachers	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly Agree	30	100	-	0	30	50
Agree	-	0	0	0	-	0
Agree	-	0	3	10	3	5
Disagree	-	0	12	40	12	20
Strongly Disagree	-	0	15	50	15	25
Total # of Respondents	30	100%	30	100%	60	100%

Table 4.7 lays emphasis on showing the comparison of providence of regular teaching guidance to the teachers working at Elite schools and Govt. Sec. schools. The highest group of respondents specified by this table is the 50% showed their responses as strongly agree. The group of respondents which are likely to be second largest is the 25% respondents, who respond as strongly disagree. It projects that in Govt. sec. schools the providence of regular teaching guidance to the teachers were recorded 50% as strongly disagree,

40% as disagree and 10% as neutral, whereas, in Elite schools the providence of regular teaching guidance to the teachers lies 100% as strongly agree. It underscores that the providence of regular teaching guidance to the Teachers of elite schools were go beyond as compared to govt. sec. schools. The highest group of respondents specified by this table is the 100% showed their responses as strongly agree. The group of respondents which are likely to be second largest is the 50% respondents, who respond as agree.

Table 4.8. Comparison of satisfaction with the academic performance of the students of Headmistresses/Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Satisfaction with the academic performance of the students	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	30	100	-	0	30	50
Agree	-	0	15	50	15	25
Neutral	-	0	15	50	15	25
Disagree	-	0	-	0	-	0
Strongly disagree	-	0	-	0	-	0
Total # of Respondents	30	100%	30	100%	60	100%

Table 4.8 shows the satisfaction with the academic performance of the students of headmistresses/teachers working at Elite schools and Govt. Sec. Schools. The highest group of respondents precised by this table is the 100% showed their responses as strongly agree. The group of respondents which are supposed to be second largest is the 50%, who responded as agreed and again 50% as neutral.

It shows that in Elite schools, the satisfaction with the academic performance of the students of headmistresses/teachers is highly recorded in elite schools as 100%, whereas, in govt. sec. schools, 50% respondents responded disagree and 50% had neutral. It accentuates that the satisfaction of headmistresses/teachers with the academic performance of the students of elite schools were exceeded as compared to govt. sec. schools.

Table 4.9. Comparison of consideration of the individual difference among the students during teaching by the Teachers working at Elite schools and Govt. Sec. schools in Karachi.

Consideration of the individual difference

among the students during teaching	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly Agree	30	100	-	0	30	50
Agree	-	0	0	0	-	0
Agree	-	0	9	30	9	10
Disagree	-	0	12	40	12	20
Strongly Disagree	-	0	9	30	9	15
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.9 illustrates the consideration of the individual difference among the students during teaching by the teachers working at Elite schools and Govt. Sec. Schools. The highest group of respondents precised by this table is the 50% showed their responses as strongly agree. The group of respondents which are supposed to be second largest is the 20%, who respond as disagree. It shows that 100% respondents of elite schools were marked the option strongly agree, The

consideration of the individual difference among the students during teaching by the teachers were recorded 100% in elite schools as strongly agree, whereas, in govt. sec. schools, 40% respondents responded disagree and 30%, 30% given neutral and strongly disagree viewpoint. It stressed that the consideration of the individual difference among the students during teaching by the teachers working at elite schools were sent% as compared to govt. sec. schools.

Table 4.10. Comparison of availability of audio visual aids at Elite schools and Govt. Sec. schools in Karachi.

Availability of audio visual aids	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	30	100	-	0	30	50
Agree	-	0	-	0	-	0
Neutral	-	0	-	0	-	0
Disagree	-	0	4	13.3	4	6.7
Strongly disagree	-	0	26	86.7	26	43.3
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.10 highlights the comparison between availability of audio visual aids in Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% respondents who have responded strongly agree. The group of the respondents who are said to be second largest is the 43.3% respondents who have responded strongly disagree. It underlines the marginality of standards by recorded 100% respondents view point of elite schools in favor of strongly agree, whereas 86.7%

as strongly disagree and 13.3% in favor of disagree were reported in govt. sec. schools. Above table explains that according to the respondents of elite schools 100% availability of audio visual aids in these schools, while in govt. sec. schools, there seem no such availability. The highest group indicated by this table is the 100% respondents who have responded strongly agree. The group of the respondents who are said to be second largest is the 86.7% respondents who have responded strongly disagree.

Table 4.11. Comparison of regular review of the performance of the teachers working at Elite schools and Govt. Sec. schools in Karachi.

Regular review of the performance of the teachers	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly Agree	30	100	-	0	30	50
Agree	-	0	0	0	-	0
Agree	-	0	6	20	6	10
Disagree	-	0	15	50	15	25
Strongly Disagree	-	0	9	30	9	15
Total # of Respondents	30	100%	30	100%	60	100%

Table 4.11 highlights the comparison between regular review of the performance of the teachers working at Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% respondents in favor of strongly agree. The group of the respondents who are said to be second largest is the 25% respondents in favor of disagree.

It shows that in government sec. schools 50% respondents were disagree, 30% were strongly disagree, where 20% were neutral in contrast with Elite schools, where 100% respondents were strongly agreed that there is regular review of the performance of the teachers in their schools. It can be seen from the above table that in Elite school's performance of teachers are regularly reviewed than Govt. Sec. schools.

Table 4.12. Comparison of effective use of teaching kit for different subjects at Elite schools and Govt. Sec. schools in Karachi.

Effective use of teaching kit for different subjects	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	18	60	-	0	18	30
Agree	12	40	-	0	12	20
Neutral	-	0	-	0	-	0
Disagree	-	0	12	40	12	20
Strongly disagree	-	0	18	60	18	30
Total # of Respondents	30	100%	30	100%	60	100%

Table 4.12 examines the comparison between effective use of teaching kit for different subjects Elite schools and Govt. Sec. schools. The highest

group indicated by this table is the 30% respondents both under strongly agree and strongly disagree. The group of the respondents

who are said to be second largest is the 20% respondents both under agree and disagree. It underlines that the response recorded in government sec. schools were 60% for strongly disagree and 40% for disagree, whereas in contrast 60% for strongly agree and 40% for

agree in favor of effective use of teaching kit for different subjects in their schools. It seems that in Elite school's effective use of teaching kit for different subjects is taken place, while in Govt. Sec. schools, no such use of teaching kit there.

Table 4.13. Comparison of use of teaching aids by the teachers working at Elite schools and Govt. Sec. schools in Karachi.

Use of teaching aids by the teachers	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly Agree	30	100	-	0	30	50
Agree	-	0	0	0	-	0
Disagree	-	0	17	56.7	17	28.3
Strongly Disagree	20	0	13	53.3	13	21.7
Total # of Respondents	10	100%	30	100%	60	100%

In this table 4.13 the comparison between use of teaching aids by the teachers working in Elite schools and Govt. Sec. schools is highlighted. The highest group indicated by this table is the 50% respondents of the group under strongly agree. The group of the respondents who are said to be second largest is the 28.3% respondents giving their response disagree.

Results of the table shows that in government sec. schools 56.7% respondents were disagreed and remaining 53.3% were strongly disagreed

regarding applying teaching aids while teaching, whereas, Elite schools hold 100% response from the respondents towards using teaching aids. Hence from the above table it shows that the Elite school's respondents acquainted teaching aids during their teaching against Govt. Sec. schools. The highest group indicated by this table is the 100% respondents of the group under strongly agree. The group of the respondents who are said to be second largest is the 56.7% respondents giving their response disagree.

Table 4.14. Comparison of accountability of irresponsible teachers and employees for their misconduct working at Elite schools and Govt. Sec. schools in Karachi.

Accountability of irresponsible teachers and

employees for their misconduct	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly agree	30	100	-	0	30	50
Agree	-	0	-	0	-	0
Neutral	-	0	9	30	2	15
Disagree	-	0	18	60	18	30
Strongly disagree	-	0	3	10	10	5
Total # of Respondents	30	100%	30	100%	60	100%

The table 4.14 shows the comparison between accountability of irresponsible teachers and employees for their misconduct in Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% respondents

under strongly agree and the group of the respondents who are said to be second largest is the 30% respondent under the response disagree. According to this table, 60% respondents in government sec. schools were disagree, 30%

were neutral, where 10% shows their response as strongly disagree, whereas, respondents of Elite schools hold 100% strongly agree in respect that the accountability of irresponsible teachers and employees for their misconduct is taken place in

these schools. Table underscores here that in Elite school's the teachers and employees for their misconduct are strictly accountable in contrast with Govt. Sec. schools.

Table 4.15. Comparison of expression of knowledge in English by the students at Elite schools and Govt. Sec. schools in Karachi.

Expression of knowledge in English by the students	Elite Schools		Govt. Sec. Schools		Total	
	Freq.	%	Freq.	%	Freq.	%
Strongly Agree	30	100	-	0	30	50
Agree	-	0	0	0	-	0
Agree	-	0	2	6.7	2	3.3
Disagree	-	0	19	63.3	19	31.7
Strongly Disagree	-	0	9	30	9	15
Total # of Respondents	30	100%	30	100%	60	100%

This table 4.15 highlights the comparison between expression of knowledge in English by the students in Elite schools and Govt. Sec. schools. The highest group indicated by this table is the 50% respondents

in favor of the query. The group of the respondents who are said to be second largest is the 31.7% were under disagreeing.

Table shows that in respect of government sec. schools 67.3% response were recorded as disagree, 30% as strongly disagree and 6.7 were neutral, whereas, respondents of Elite schools hold 100% result in favor of the fact that students can express their knowledge in English. It can be seen from the above table that the Elite school students are able to deliver their knowledge in English against Govt. Sec. schools.

Table 4.16. Comparison of regular class tests/regular assessment, review regarding the internal administration and examinations at Elite schools and Govt. Sec. schools in Karachi.

Regular class tests/regular assessment, review regarding

Elite Schools	Govt. Sec. Schools		Total			
the internal administration and examinations	Freq.	%	Freq.	%	Freq.	%
Strongly agree	23	76.6	-	0	30	38.3
Agree	-	0	-	0	-	0
Neutral	-	0		15 50	15	25
Disagree	7	23.3	15	50	22	36.6
Strongly disagree	-	0	-	0	-	0
Total # of Respondents	30	100%	30	100%	60	100%

Here in this table 4.16, the comparison between regular class tests/regular assessments, review regarding the internal administration and examinations at Elite schools and Govt. Sec. schools is highlighted. The highest group indicated by this table is the 38.3% respondents under strongly agree. The group of the

respondents who are said to be second largest is the 36.6% respondents under disagree responses.

It presents that 50% respondents in govt. sec. schools, show their response as disagree, while the remaining 50% were neutral, whereas in elite schools the respondents were 76.6% strongly agree that in these schools regular class

tests/regular assessment, review regarding the internal administration and examinations is strongly taken place, whereas 23.3% respond under disagree. It is therefore prove from the

above table that in Elite school's review and regular assessment is a part of their program than Govt. Sec. schools.

Table 4.17. Comparison of acquaintance with the academic Problems of institution, by the headmistresses/teachers, working at Elite schools and Govt. Sec. schools in Karachi.

Acquaintance with the academic Problems of

Elite Schools	Govt. Sec. Schools		Total		Elite Schools	Govt. Sec. Schools	
	Freq.	%	Freq.	%		Freq.	%
institution, by the headmistresses/teachers							
Strongly Agree	30	100	-	0	30	50	
Agree	-		0	18	18	30	
Agree	-	0		12	12	20	
Disagree	-	0		-	0	-	0
Strongly Disagree	-	0		-	0	-	0
Total # of Respondents	30	100%	30	100%	60	100%	

According to this table 4.17, the comparison between acquaintance with the academic problems of institution, by the headmistresses/teachers, working at Elite schools and Govt. Sec. schools is examined. The highest group indicated by this table is the 50% respondents under strongly agree. The second largest group of the respondents is the 30% respondent under agree.

Table highlights that in government sec. schools, 60% respondents show their responses as disagree and remaining 40% as neutral, while respondents of Elite schools hold 100% in favor

of strongly agree that in these types of schools, headmistresses/teachers are strongly acquainted with the academic Problems of institution. It can be seen from the above table that the Elite school's respondents are more towards in favor of respondent's acquaintance than Govt. Sec. schools.

Table 4.18. Hypothesis No. 1

Hypothesis: The academic performance of students of Elite schools in Karachi is better due to proficient staff.

Null Hypothesis: There is no significant relationship between academic performances of students of Elite schools in Karachi and proficient staff.

Description			
Academic Performance	Proficient Staff		Total
	Low Qualified	Better Qualified	
Low Performance	05	10	15
	09	06	
High Performance	20	25	45
	16	26	
Total	25	35	60

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e is an expected frequency

So here,

ed Value

$$\chi^2 = \longrightarrow 5.98$$

Calculat

$$\chi^2 = \longrightarrow 3.841$$

Tabulat

ed Value (at 0.05 Significance level)

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

Results shows that the calculated value (5.98) is bigger than tabulated value (3.841), so here, we

accepted the hypothesis that, “The academic performance of students of Elite schools in Karachi is better due to proficient staff.”

Table 4.19. Hypothesis No. 2

Hypothesis: The dropout rate of students of Govt. Sec. schools in Karachi is high due to low educational standard.

Null Hypothesis: There is no significant relationship between dropout rate of students of Govt. Sec. schools in Karachi and low educational standard.

Description			
Dropout rate of Students	Proficient Staff		Total
	Low Standard	High Standard	
Low Dropout Rate	15	12	27
	10	17	
High Dropout Rate	22	11	33
	27	06	
Total	37	23	60

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e

is an

Results shows that the calculated value (**9.05**) is bigger than tabulated value (**3.841**), so here, we accepted the hypothesis that, “The dropout rate of students of Govt. Sec. schools in Karachi is high

expected frequency So here,

$$\chi^2 = 9.05 \longrightarrow \text{Calculated Value}$$

$$\chi^2 = 3.841 \quad \text{Tabulated Value (at 0.05 Significance level)}$$

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

due to low educational standard.”

Table 4.20. Hypothesis No. 3

Hypothesis: The performance of Elite schools in Karachi is better due to uncertainty of jobs.

Null Hypothesis: There is no significant relationship between performance of Elite schools in Karachi and uncertainty of jobs.

Description			
Performance of Elite Schools	Uncertainty of Jobs		Total
	Low Uncertainty	High Uncertainty	
Low Performance	15	15	30
	21	09	
High Performance	21	09	30
	15	15	
Total	36	24	60

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e is an expected frequency

So here,

$$\chi^2 = \longrightarrow 10.51$$

Calculated Value

Calculated Value

$$\chi^2 = \text{—————} \rightarrow \mathbf{3.841}$$

Tabulat

ed Value (at **0.05** Significance level)

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

Results shows that the calculated value (**10.51**) is bigger than tabulated value (**3.841**), so here, we accepted the hypothesis that, “The performance of Elite schools in Karachi is better due to uncertainty of jobs.”

Table 4.21. Hypothesis No. 4

Hypothesis: The high fee structure in Elite schools in Karachi is due to better quality of education.
Null Hypothesis: There is no significant relationship between high fee structure in Elite schools in Karachi and better quality of education.

Description			
Fee Structure in Elite Schools	Quality of Education		Total
	Low quality of Education	Better quality of Education	
Low Fee Structure	15	15	30
	10	20	
High Fee Structure	15	15	30
	20	10	
Total	30	30	60

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e is an expected frequency

So here,

$$\chi^2 = \text{—————} \rightarrow \mathbf{7.5}$$

Calculat

ed Value

$$\chi^2 = \text{—————} \rightarrow \mathbf{9.841}$$

Tabulat

ed Value (at **0.05** Significance level)

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

Results shows that the calculated value (**7.5**) is bigger than tabulated value (**3.841**), so here, we accepted the hypothesis that, “The high fee structure in Elite schools in Karachi is due to better quality of education.”

5. Critical Debate

This study outlines the extreme diversity in two types of schools in Pakistan. They offer contrasting academic and non academic facilities, differ thoroughly in providence of education with total change in their perspective, culture and practices to their respective children. Hence it seems that these schools get ready their students for adjusting in the social class from which they come, so looks that it encourages the different social and economic disparities. In Elite schools, rich atmosphere with providing all the facilities have instilled the sense of pride in students. On the other hand the base of education at government schools is to consecrate the traditional ideologies.

The study suggests that it has been observed since we are politically independent that on public education, only less than 2% of GDP is invested by the government. We can also observe that the government schools have provided the poor facilities, framework and competent staff, which shows the virtual autonomy on schools by

the government, while elite schools which have acquired a full independence from the influence of the government, not affected by the monopoly run over policy matters of the school affairs, so they are running with a best scaffold, providing best framework to facilitate students in their learning and get best outcome in terms of academic achievements. Funds provided to the elite schools by the productive elite class contributors of fee. Furthermore, in the form of tax/ duty reduction and in the form of capital government provide lucrative support for keeping up providing best resources to the students, both academic as well as non academic.

This study suggests that the professional skills of teachers played a vital role in performing their duties and inculcate a sense of conscientiousness in teachers regarding their students learning. Hence better knowledge in respect of having better academic qualifications with expertise in teaching influenced the teachers to transmit right beliefs and ideologies with an effective way.

This study also suggests that teacher's perception about the student's cultural and intellectual background have impacted profoundly in their teaching, as in government schools, teachers usually think that students are lacking possessing resources, so it makes them so irresponsible, they only focusing to improve their memorization instead of make them fighter to resolve their own issues by creative learning, whereas, teachers in Elite schools place much emphasis on learning by doing practices. In Elite schools the uncertainty of their existing positions play a significant part in make them conscious in doing their responsibilities with honesty, so the standard of education is maintained by this way, while in government schools there is no such fear in teachers of losing their jobs, so that's why they are not getting interest in promoting quality of education.

One finding of the study entails that the original task and aim of elite schools remain on the same track to sustain Western replica in the country, promoting English as a dominant language and encouraging Western culture also, whereas govt. schools tend to move on totally change model, which creates a debatable conflict in the minds of different class of people, some people from the disadvantaged class proclaims it

a very unfair reality of our deterioration of country as well as society, where unfortunately only high class could avail the opportunity of quality education and better opportunities, so they demanded the equity and stop promoting such culture, while some people from the rich class argue that to meet the challenges of current world, elite schools play so vital role in giving a boost to the country by preparing highly skilled professionals and they insisted to retain these schools. It also appears in this study that these two of schools are propagating different mindsets and dispositions about culture of socioeconomic disparity in the country.

This paper also found that as it is determined that after secondary education there need to be chosen professional or occupational medium by the students, the nature of schools in these two types

by their style of provision of education proclaims that the career and future route are already being shaped. These schools are offering different skills regarding behavioural and cognitive features among students and also presenting different pedagogical styles, teacher and student evaluation procedures and curriculum, which can become the basis for labour division, like elite schools provide the professionals and executives, whereas, work force who carrying out policies are made by government schools. Hence, no wonder it proves that social inequalities of access to capital supply and various differences may rooted up in the country through this in equilibrium providing system of education.

- **Conclusion**

It is therefore concluded that in urban schools of Pakistan, there is a clear challenge to the government, administrators and teachers, to defend and counter against wrong practices in two types of schools. All concerned specially teachers and organizers need to be aware of how their actions and beliefs interrupted the maintenance of equality in education which is the right of all the students in the country, they also should fill up the gap and try to find perfect solution or remedy to evade undue backwardness in schools under government in the way of carrying the practices and delivering the knowledge by mixing the traditional beliefs as well as modernizing just to keep up with the pace

of world. Promote funding by the government is also the utmost need for the betterment of overall framework and facility provision to the students of government schools like in elite schools, equally. Hence, the contradictory results and findings prove that the potential radical change is required in overall system of education which helps endorse the continued social transformation which is the ultimate need of the country in this modern age and growing economic opportunities for all underprivileged students in Pakistan.

- **Recommendations**

To achieve an integrated national education system, researcher strongly recommends some serious steps from the government and educational bureaucracy without any further delay.

Likewise, to radically improve education in government schools, researcher point to the need for serious and logical policy reforms, as it is vital, usually comprehensive in its treatment of students from different social origins. However, the present government education is challenged by material constraints, like well-constructed and well-furnished school buildings and classrooms, resources, well-planned curricula, and controllable class-sizes. Other non-material factors which also appear to be greatly influencing the public school effectiveness are learning environment, lack of apparition and goals, unproductive leadership, and lack of students' participation. Thus, in this research, the allocated funds up to 4 to 6 percent of the GDP recommended increasing just to make these schools successful and competent of maintaining their consumers, with a special stress on upgrading the infrastructure of public schools, including essential academic and non academic facilities including physical.

Further as it was a short survey based research, so here researcher would like to suggested much larger evidence based and explicatory research to explore worldviews.

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