

A CRITICAL ANALYSIS OF DIFFERENT EDUCATIONAL SYSTEMS ON STUDENTS' OUTCOME: A CASE STUDY OF PAKISTAN

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Abstract

This study aims at exploring the impact of structural influences of various educational systems on learners' groups in Pakistan. The study model is based on 'Structural Influences Behavior Theory. Mixed method design has been adopted while the research methodology is based on a hypothesized cause and effect relationship. The implications of the following three differing education systems functioning in our country at the same time i.e. madrassa, public sector and private sector are explored. A Likert scale questionnaire has been used to collect the data while Stratified non-probability random sampling has been employed to select the sample, keeping in view the heterogeneity of the population. The sample has been chosen according to the ratio of the population benefitting from each of the education systems in Pakistan. The selected sample has been further subdivided into subgroups on the basis of differences prevalent within each category of respondents. The result of SEM specifies that curriculum, pedagogy and examination system of the existing educational systems in Pakistan significantly impacts professionalism, leadership and social life of the students. Issues like outdated curricula, weak pedagogical practices and faulty examination systems also have strong bearing on professionalism, leadership and social life of the students. Massive reforms, therefore, are long due in the education system of Pakistan to bring it at par with international standards.

Keywords: Curriculum, Pedagogy, Examination System, Structural Influence Behaviors, Education Reform

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Introduction

Education is an instrument for socio-economic and political empowerment of people. It requires more creative and innovative interventions in modern era to remain relevant to the needs of the nation. Nations equipped with efficient and modern education systems are always progressive, dynamic and forward-looking while those failing on this count are, more often than not, ill-equipped to claim a coveted position in the comity of nations. A quality education system in fact helps create a generation which, in the final analysis of things, acts as a watchdog to promote accountability, civil liberties and good governance.

Education and economic development are tied together in a strong nexus with each other which was established by a study of 190 countries, revealing that 16 per cent of the wealth production of the world comes from physical capital, such as roads, buildings and dams, etc., 20 per cent from natural resources and 64 per cent from skillful and educated human capital¹. Education is the shortest route to knowledge which ultimately leads to the production of wealth and power.

To underline the overriding importance of education, Japan came up with a slogan in 1872, "no community with an illiterate family or family with an illiterate person"² which, in years ahead, made it a leading country in the realm of technology. Article 25A of the 1973 Constitution of Pakistan also acknowledges the importance of education, guaranteeing that, "the State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."³ Education is mostly considered a public service which should be provided to the students without any discrimination, irrespective of their affordability, and mainly as the government's responsibility⁴. It is also a fact that Pakistan is one of the nine countries which account for 70 per cent of the total illiterate population of the world⁵ and occupies 113th position out of 125 nations in literacy rate. Currently, the literacy rate in Pakistan at very low level and only 60 per cent of Pakistan is literate and 40 percent of the literature diaspora is directly or indirectly linked with Madrasah system⁶. In other words, 40 per cent out of 50 per cent literate Pakistanis are associated with a Madrassah commonly considered as home to the lower class of the society. There are 8.5 million children between

¹ UNICEF, *The State of World's Children*, (Washington, DC: UNICEF, 2002)

² Sirajuddin Ahmed, *Universal Quality Education: A Challenge to the Whole World* (National Book Foundation, 2012)

³ Right to Education, 1973.

⁴ Shahid Siddiqui, *Rethinking Education in Pakistan: Perceptions, Practices, and Possibilities* (Paramount Publishing Enterprise, 2007)

⁵ Ibid.

⁶ Pakistan Economic Survey, "Education Statistics," Ministry of Finance, Islamabad, 2014, Ch 10, 145.

the age group of 5-9 years, while only 6.6 million of them get a chance to enter into the primary school. Unfortunately, only 0.33 million out of them make it to higher education each year⁷. In other words, 12.36 million teenagers are added to the population every year, without any vocational skill or market-oriented education.

The enrollment rate in Pakistan is 50 per cent at primary level, while almost 25 per cent of the enrolled students drop out before completing the level. In other words, only 25 per cent of the students enrolled for primary education make it to the secondary education level and only 10 per cent of them complete their secondary education⁸. There are only 3 per cent students who go for higher education either within the country or abroad. Those who opt for higher education mostly belong to the middle income or high income families and only 50 percent of these students join the mainstream government and private sector jobs. One can, therefore, safely claim that the education system is so flawed and archaic that it is inherently incapable of producing a society fashioned on the principle of parity, merit and equal opportunities for all.

Objectives of the Study

The purpose of the study is to:

1. Evaluate the social, professional and leadership qualities of students of different educational systems in the context of existing knowledge-based economy
2. Determine whether the learning of the students of different educational systems in Pakistan is effective in with regard to curriculum, pedagogy, and examination system
3. Explore the impact of different educational systems on students' outcome in Pakistan through structural indicators.

Research Questions

Following are the key research questions of the study:

1. To what extent is the education of the students of different educational systems effective in existing knowledge-based economy?
2. Is there any difference in the outcome of students studying in different educational systems with regard to international standards and market needs?
3. What do the structural indicators reflect about the impact of different educational systems on a student's outcome in Pakistan?

⁷ Ibid.

⁸ Ibid.

Hypothesis

H1. There is a significant impact of curriculum on students' outcome

H2. There is a significant impact of pedagogy on students' outcome

H3. There is a significant impact of examination system on student's outcome

Literature Review

Pakistan was established through a democratic process but the democratic governments in Pakistan have not been able to deliver services to the general public, provide basic education, maintain the rule of law and establish a model of good governance in the country since 1947.⁹ Unfortunately, successive governments have failed to develop a quality education system in Pakistan.

Before the creation of Pakistan in 1947, the education system was divided into two categories under the British Raj in India: religious education and secular education. The concept of this type of separation between religious and secular education is rarely noted in the history of Islam and people were unaware of it before the British rule in the sub-continent.¹⁰ This segregation was further widened with the passage of time and now, the religious education is imparted by religious institutions known as Dini Madaris while secular education is delivered by the government and private schools.

On the basis of this segregation, different education systems came into being: 1) private education system; 2) public education system; and 3) Madrassah education system.¹¹

Private sector schools are further divided into two categories to cater to the needs and requirements of the students coming from affluent and middle class segments of the society. People with better financial prospects and status send their children to elite schools while students with financially humble backgrounds attend either average private or public sector schools. Although, the education systems in Pakistan do not follow uniform curricula, yet teaching of non-theological subjects along with basic religious education is common.¹² It shows that in Pakistan,

⁹ Sirajuddin Ahmed, *Universal Quality Education: A Challenge to the Whole World*.

¹⁰ Sultan Ali, *Madrasah Reform and State Power in Pakistan*, (Friedrich Naumann Foundation for Freedom, 2012), 65.

¹¹ Syed Waqas Ali Kausar, and Abdul Wahid Sial, "The Impact of Systematic Structure of Madrassahs on Student's Outcomes in Pakistan: do They Need Structural Reforms?" *Journal for the Study of Religions and Ideologies* 14, no. 41 (2015): 127-147.

¹² Monazza Aslam, and Rehana Siddiqui, "The Determinants of Student Achievement in Government and Private Schools in Pakistan [with Comments," *The Pakistan Development Review* (2003): 841-876.

there are three different types of education systems which are actually class-based institutions.

When we talk about Madaris (plural of Madrassahh), it is generally considered a kind of system of religious education prevalent in India, Pakistan and Bangladesh. In the history of Islam, Madaris were a center for learning of different subjects including science, administration, arts, religion etc. Today, the curricula being followed at Madaris in Pakistan do not include non-theological/ modern subjects such as Chemistry, Biology, Computer, English etc¹³. Even basic subjects like Mathematics, Science and Computer Studies are not included in the curricula till the secondary level. Although Madaris play a significant role in providing education to poor children of Pakistan, yet they have an outdated curriculum — some still teach geometry from Euclid and medicine from Galen. Emphasis is put on rote learning rather than deeper exploration and study of the Quran, and considerable prestige is attached to becoming a hafiz—learning the Quran by heart.¹⁴ Many critics opine that people running Madaris are resistant to change, and are only doing it to maintain their constituency, thus running these institutions as their dynastic regimes.¹⁵

Similarly, for public schools, the curriculum is mostly driven by state-mandated objectives and it will soon be driven by the Common Core State Standards through National Curriculum Council (NCC).¹⁶ These state-mandated objectives also drive the state standardized testing that all public schools are required to take. Public schools are much diverse in terms of ethnicity, socio-economic status, academic ranges and needs of their students.¹⁷ The primary objective of education is to create a positive social and economic impact on society at large. It should have a major role in the betterment of the civil society, economic development, and fomenting civic sense, peace and stability¹⁸. In this regard, indicators are not encouraging in Pakistan. It is because of the reason that the government has not been able to realize the importance of need-based and market-oriented education. Although some government schools, like cadet schools, teach need-based and market-oriented subjects but in general, they offer the state-mandated curriculum.¹⁹

¹³ Ibid.

¹⁴ Peter Bergen, and Swati Pandey, "The Madrassa Scapegoat," *Washington Quarterly* 29, no. 2 (2006): 115-125.

¹⁵ Ashok K. Behuria, "Sects within Sect: the Case of Deobandi–Barelvi Encounter in Pakistan," *Strategic Analysis* 32, no. 1 (2008): 57-80.

¹⁶ "National Curriculum Framework Pakistan," Ministry of Federal Education & Professional Training, 2018, <https://www.pc.gov.pk/uploads/report/NCF.pdf>

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Joan Ballantine, XinGuo, and Patricia Larres, "Psychometric Evaluation of the Student Authorship Questionnaire: A Confirmatory Factor Analysis Approach," *Studies in Higher Education* 40, no. 4 (2015): 596-609.

Practically, the government has very little influence on designing the private school curriculum. Though it acts as a regulatory body, but these school systems largely develop and implement their own curricula and assessment system.²⁰ The curricula being followed in private school system reflect somewhat of an effort to design them in accordance with international standards. Private schools lay heavy emphasis on teaching of the English language.²¹ The students enrolled in private schools mostly come from urban areas and show better performance as compared to the students representing public sector schools. Basically, the achievements of students are also generally affected by their teachers' teaching methodology and overall conduct²². The present education system in Pakistan is largely class-based. Children with weak financial backgrounds mostly join Madaris or public schools, the students belonging to the middle class families prefer private schools, while the elite class opts for highly prestigious schools in the country. The inherent difference in schooling opportunities available to the students belonging to various economic classes in the society, from poor to the elite class, in terms of their curriculum and quality of education, greatly affects their job opportunities and their roles/standing in society. It is actually the influence of differences in education system on students which causes conflict, separation and divide in the society. Our theoretical model is based on Senge (1994) theory called "*structure's influences behaviour*".²³

As per the theory of 'structural influences behavior', there are three dimensions involved in the existing educational system in Pakistan, including the Systematic Structure (generative), Patterns of Behavior (responsive) and Events (reactive). Though the outcomes of different educational system in Pakistan produces different types of graduates (as per the theory, different people in the same structure tend to produce qualitatively similar results) in the market such as generally low incomes jobs like clerics and others are associated with Madrasah education and to some extent government school system) and graduates who secure high level jobs (private school system). This is mainly due to the difference in quality of education as private educational institutions are better in almost all the important aspects of teaching and learning in Pakistan including, effective class management, expertise of teachers, and staff

²⁰ Sabiha Mansoor, "Regional Languages of Pakistan: Issues and Concerns for Language Planning in Higher Education," *Emerging Issues in TEFL: Challenges for Asia* (2009): 31-58.

²¹ Ibid.

²² Ibid.

²³ P. M. Senge, "Prisoners of the System, or Prisoners of Our Own Thinking, (The Fifth Discipline: The Art And Practice of the Learning Organization 1994), 45.

responsiveness²⁴.

It shows that there are three types of generative structures which cause their own crisis (responsive) such as Madaris generally produce clerics; government school system brings into being blue collar workers (clerical staff and workers for menial/labor jobs) and the private school system generates people for the white collar jobs (high level officials). This kind of division causes (reactive) conflict, separation and discord in society which further fuel the spirit of fragmentation, frustration and extremism. It is, therefore need of the hour that measures are taken to introduce a basic uniform education standard in Pakistan, to address the challenges the country is facing at the moment.

Methodology

The researcher has employed various methods to design and gather quantitative and qualitative data for the study. The hypothesized research design has been employed to show cause and effect relationship. The aim of constructing the current model is to explore the effects of the existing education systems on a students' outcome. In order to develop theoretical framework, conceptual understanding was built around the 'Structural Influences Behaviour Theory,' that lies in the domain of educational world (Art and Practices of Learning Organization), but also tested in the real world behaviours beer game.²⁵ According to this theory, different educational systems, result in various weaknesses and the deficiencies (effects) in students in the areas of sound professional career, becoming vibrant members of civil society and having qualities of leadership, as according to this theory, the crises are related to the internal systems while keeping external forces and individuals secondary.²⁶ Literature review on education system reveals that most of the education related structural factors and their variables involve more than one dimension and indicator that warrants the use of a latent or endogenous variable model. Six latent variables have been taken in the model on the basis of widespread support from the previous literature. For this purpose, the researcher employed the Structural Equation Modeling (SEM) to explore effects of latent variables,²⁷ like curriculum, pedagogy and examination system on a student's outcome *vis-a-vis*

²⁴ Muhammad Rizwan, Comparative Study on Educational Management in Public and Private Institutions in the Twin Cities of Pakistan, *REM - Research on Education and Media*, 8, (2016).

²⁵ Peter M. Senge, *Learning Organizations*, (Cambridge: Gilmour Drummond Publishing, 1995).

²⁶ Peter Senge, "Building Learning Organizations," *Knowledge Management* (2004): 19.

²⁷ J.F., Hair, W.C. Black, B.J. Babin, R.E. Anderson, and R.L. Tatham, *Multivariate Data Analysis* 5, no. 3, (1998) : 207-219.

professionalism, socialism and leadership in Pakistan. Similarly, tT-test and Kruskal Wallis Rank test were used to compare the predefined or standard value with respondent's opinion. Standard value was 4 (agree) implies that respondents fulfil the laid down criteria or near to standard (insignificant difference), it shows that they have relevant tested quality and are admitting this fact.²⁸

Development of the Questionnaire

The instrument has been developed in light of the review of existing literature on the subject. Concepts used in the questionnaire have been taken from different studies carried out in past.²⁹ In order to ensure content validity, the correction and reviews were carried out by public policy makers from Ministry of Education. The questionnaire was edited, with addition and deletion of some items, while it was edited and reviewed by three academicians'³⁰ to ensure its clarity, accuracy and authenticity. Likert scale is used to measure items, with the range from 1-5 (where 5 = strongly agree, 4 = agree, 3= neutral, 2= disagree and 1= strongly disagree). Based on the completion of the review of observations by experts, necessary changes were incorporated in the questionnaire and employed for the pilot testing. Generally Alpha value 0.70 or more than this indicates better reliability of items of questionnaire. The Cronbach's alpha values for all questions is ranged from 0.71 to 0.87; indicating it as good reliability as shown in Table 2.

Sample

Stratified Non-probability sampling was chosen to select the sample keeping the heterogeneity³¹ of our population in consideration. School-going population of Pakistan was divided into three broader categories, namely public sector students, private sector students and madrassa students. These categories are mutually exclusive (särndal et al., 2003) in characteristics like ownership, control, examination system, structure and curriculum. For this study, the sample comprised of 800 respondents from the three education systems discussed above. The proportion of sample was assigned according to their population magnitude, such as 300 (37 per cent) from public schools, 150 (19 per

²⁸ Carl-Erik Särndal, BengtSwensson, and Jan Wretman, *Model Assisted Survey Sampling* (Springer Science & Business Media, 2003)

²⁹ Ibid.

³⁰ Sohaib Sultan, PhD in Education, AIR University, Shahid Habib, PhD in Governance and Policy, National University of Modern Languages (NUML), Sajid, PhD in Education, National University of Modern Languages.

³¹ Carol A. Markowski, and Edward P. Markowski, "Conditions for the Effectiveness of a Preliminary Test of Variance," *The American Statistician* 44, no. 4, (1990): 322-326.

cent) from private schools, 250 (32 per cent) from Madaris and 100(12 per cent) participants from elite class schools. Then Non-probability random sampling was employed within each stratum for the selection of sample. Sample of religious education system was further divided into subgroups (strata) on the basis of different schools of thought, such as Brailvi, Deobandi, Jamat-e-Islami, Ahl-e-Tashi and Salafi . The proportion of sample was assigned on the basis of their proportion in population,³² such as 125 students (50 per cent) from Brailvi school of thought, 50 students (20 per cent) from Deobandi and Ahl-e-Tashi schools of thought and 25 students (10 per cent) from Salafi school of thought as shown in Table 1. For the selection of respondents within each school of thought, Non-probability random sampling was employed. Questionnaires were delivered and collected from all respondents either personally or by means of the registered postal services. The participants included graduates in different fields of study and Ulema (religious graduates/clerics). SEM analysis is fairly sensitive to the ratio of sample size. As a result, it is suggested in different studies that 50+ 8m or 300 and above observations should be sufficient for SEM³³. In the current study, 800 observations have been availed for SEM analysis.

Table 1: Sample of the Study

Respondents	Public	Private	Madrassah	Elite class schools
Male	200	100	200	50
Female	100	50	50	50
Madrassah	Deobandi/Jammat-e-Islami	Brailvi	Shia	Salfi
Male	40	100	40	20
Female	10	25	10	5

Findings

Reliability and Validity of Instrument

For researchers, it is important to conduct validity and reliability analysis of the variables and their dimensions prior to the testing in the model. For this research, tests to ensure validity were carried out in three phases which include unidimensionality in first phase, reliability in second phase and convergent validity at the end. Unidimensionality which was checked by employing Confirmatory Factor Analysis (CFA) and Comparative Fit Index (CFI), is the quality of measuring construct measure to know how different elements in a construct are measures similar.³⁴

³² Xiangrui Meng, "Scalable Simple Random Sampling and Stratified Sampling," In *International Conference on Machine Learning* (2013): 531-539.

³³ Ibid.

³⁴ Jodie B. Ullman, and Peter M. Bentler, "Structural Equation Modeling," *Handbook of Psychology* (2003) : 608.

Cronbach alpha value of each variable was calculated to ensure reliability of scale. Summary of the both reliability and validity of the instrument have been shown in Table 2 showing that based on these values variables are suitable for the model for further analysis.

Table 2: Summary of Instrument Reliability and Validity

Factor	Indicators	CFI	Factor Loading	Cronbach's alpha
Curriculum	Analytical Development (CR1)	0.994	0.526	0.72
	Synthesis development (CR2)		0.542	
	Intellectual development (CR3)		0.735	
Pedagogy	Instructor attributes (PDG1)	0.916	0.803	0.71
	Class Rooms Standard (PDG2)		0.661	
	Learning Environment (PDG3)		0.768	
Examination system	Predictive Validity (ES1)	1	0.678	0.851
	Content validity (ES2)		0.636	
	Criterion Validity (ES3)		0.745	
	Reliability (ES4)		0.661	
	Objectivity (ES5)		0.681	
	Feasibility (ES6)		0.751	
Socialism	Civic Engagement (SL1)	0.933	0.751	0.821
	Civic Participation (SL2)		0.768	
	Social connectedness (SL3)		0.84	
Professionalism	Cognitive Skill (PF1)	0.952	0.84	0.712
	Problem solving skill (PF2)		0.671	
	Communication Skill (PF3)		0.803	
Leadership	Self-Consciousness (LD1)	1		0.87
	Self-Discipline (LD2)		0.626	
	Self-Reliance (LD3)		0.852	
	Self-Esteem (LD4)		0.835	
	Self-Respect (LD5)		0.681	
	Possession of Institution (LD6)		0.751	

Model Fitness

The sample size of the study consists of 800 graduates from different educational systems. To check the fitness of the model, model fit indexes such as GFI, AGFI, NFI, CFI and RMSEA³⁵ were employed and shows the standard values of GFI, AGFI, NFI, CFI and RMSEA (2.89, 0.788, 0.738, 0.910, 0.891, and 0.067 respectively). All values are within the prescribed standard and shows that constructed model is statistical fit.

Findings of Model

To test the hypothesis, SEM path analysis was used. Figure 1 and Table 3 shows the beta coefficient of pedagogy regarding leadership, Civic life and professionalism are -0.159, 0.402 and 0.24 respectively significant at 99 per cent confidence level ($p < .001$). H1 (Hypothesis 1) hypothesized that pedagogy significantly influences students' learning and outcome. The SEM results support Hypothesis 1 but this effect in the driving context is negative. All the dimensions of the contribution to the Pedagogy are large. Likewise, the curriculum's beta coefficient on leadership, civic life, and professionalism is -0.192, 0.503, and -0.271, respectively, $p < .001$. H2 assumes that the curriculum has a significant influence on students. The SEM result supports the second hypothesis but this effect is negative for civic and professional life and positive for leadership. All elements of latent variables of curriculum leadership, Civic life and professionalism are -0.591, 0.886 and 0.994 respectively significant at 99 per cent

³⁵ Ibid., 534.

confidence level ($p < .001$). H3 assumed that examination system in Pakistan significantly influences students' effectiveness.

Discussion and Analysis

The curricula being followed at Madaris do not include non-theological /modern subjects such as Chemistry, Biology, Computer studies, English etc. Even the subjects like Mathematics, Science, English and Computer are not included in the curricula till secondary level³⁶. Madaris place heavy emphasis on the teachings of Arabic and Persian languages which are necessary requisites to be an *Aalim* (Cleric or religious scholar)³⁷. Although some Madaris teach subjects offered in other education systems but generally they offer a faith-based curriculum. The national language of Pakistan, Urdu or the regional languages are generally employed as the medium of instruction in Madaris. However, examinations of Madaris are organized by the central boards representing their particular sectarian associations. Madrasa students get their graduation degree of being a cleric after 8 years of *Dars-e-Nazami* course, which starts after completing the basic education. The degrees are not divided into levels as in formal education i.e. secondary (matriculation), higher secondary (intermediate) and bachelors (graduation). The degree issued to a madrasa student, after successful completion of an eight years long course, is equivalent to masters' degree in Islamic studies³⁸. They generally take the research work done by their predecessors as final and abiding, without questioning the validity of their studies. This tendency discourages young scholars from analyzing, correlating and using knowledge for research without preconceptions. As a result, Madaris produce a workforce, which is neither skilful nor market-oriented. It causes lack of professionalism in students as shown in Table 5.

Students of Madaris can not utilize the option of higher studies in non-theological subjects by getting admission in conventional colleges and universities. Due to this fact, they do not get equal opportunities as availed by students coming from other education systems to pursue their ambitions.³⁹ The post-degree employment options of Madrassah students

³⁶ Calvin Smith, and Kate Worsfold, "WIL Curriculum Design and Student Learning: A Structural Model of their Effects on Student Satisfaction," *Studies in Higher Education* 39, no. 6 (2014): 1070-1084.

³⁷ Ibid.

³⁸ Syed Usman Shah, S. W. Kausar, and Abdul Wahid Sial, "Need Base Education and Madrassa System: A Comprehensive Analysis of Mainstream Schools of Thought in Pakistan," *Merit Research Journal of Education and Review* 2 (2014): 19-27.

³⁹ Van Den Wijngaard, Oscar, Simon Beausaert, Mien Segers, and Wim Gijsselaers. "The Development and Validation of an Instrument to Measure Conditions for Social Engagement of Students in Higher Education," *Studies in Higher Education* 40, no. 4 (2015): 704-720.

are, therefore, limited.⁴⁰ They are not able to join the mainstream government and private sector jobs, except as *Khateeb*s and Imams.⁴¹ Madaris are mostly charitable institutions and almost all of them depend on charity for their financial expenditures. They have their designated charity collectors who go door to door to collect money. Consequently, Madrassah associates are more progressive in terms of civic engagement, political participation and social connectedness when compared with other citizens of the society.⁴² As Madaris are run on the basis of charity, it automatically develops a strong relationship between civil society and these institutions.

Similarly, for public schools, the curriculum is mostly driven by the state mandated objectives and Common Core State Standards. Curricula being followed in the government school system is based on non-theological/modern subjects such as Chemistry, Biology, Computer, English etc. and the basic subjects such as mathematics, science and computer studies are also included in the curricula of government schools system. In addition, social sciences and humanities subjects such as sociology, business studies, religious studies, governance, and arts and literature are not included in the curricula of government school system at secondary level. There are only 9 per cent students in Pakistan those could proceed to or enrolled in tertiary education which is very low as compared to its neighbouring countries.⁴³ Similarly, government schools system has a typical system of class room management and organization. The assessment and evaluation system being followed at public schools is also out dated.⁴⁴ No effort is being made to develop new assessment skills and strategies to make the learning more effective. Teachers rarely use modern motivational techniques to help students perform better in studies rather they prefer using corporeal punishment to get the desired results.⁴⁵ Teachers hardly interact with the parents to involve them

⁴⁰ Wei Wei, David DeBrot, and Carol Witney, "The Role of Leadership in Small Scale Educational Change," *Asia Pacific Journal of Education* 35, no. 1 (2015): 40-54.

⁴¹ Peter K. McGregor, Jason Birt, Kelly Haynes, Ruth J. Martin, Lawrence J. Moores, Nicola J. Morris, Brender Willmott, and Andrew C. Smart. "Student Engagement and Enhancement through Research and Scholarship," *Higher Education Skills and Work-Based Learning* 5, no. 1 (2015): 86-94.

⁴² Kevin R. McClure, "Madrasas and Pakistan's Education Agenda: Western Media Misrepresentation and Policy Recommendations," *International Journal of Educational Development* 29, no. 4 (2009): 334-341.

⁴³ R. Hunter, Education System Profiles, World Education News Reviews, February 2020, <https://wenr.wes.org/2020/02/education-in-pakistan>

⁴⁴ Ibid.

⁴⁵ Catherine McCauley-Smith, Sharon J. Williams, Anne Clare Gillon, and Ashley Braganza, "Making Sense of Leadership Development: Developing a

actively in the development and learning of students. Parents are often unaware of the progress of their children. Very few teachers use teaching aids. Basic modern equipment necessary for contemporary pedagogical practices is still not available in most of the teaching institutions in the public sector. Scarcity of resources along with untrained human capital is also a major impediment in the way of attaining educational excellence and desired output. In cases of limited availability of resources, the impact is less significant. Discussions, demonstrations, presentations, simulations, tutorials, seminars, or any other tool of modern pedagogy are not used as methods of teaching. In many instances, Urdu and the regional languages are generally the medium of instruction.⁴⁶

In public schools, heavy emphasis is laid on parroting and learning the text books by heart. Examination system followed in the public sector is old and outdated which only emphasizes getting a first class degree instead of promoting creative thinking and analytical learning. Academic achievement and excellence is not the sole objective of education. The real objective of imparting education is to develop cognitive skills and creative thinking of the students but the current examination structure forces the students to learn the lessons by heart to get first class degrees. As a consequence, students graduating from the public sector schools seldom get top-tier jobs in the job market. On the other hand, there are only 1522 vocational institutes in Pakistan. The enrollment capacity of these institutes is only 314,188 students per year whereas around 12.4 million people need vocational training every year.⁴⁷ To meet this demand, the best possible way is to make vocational education a part of curriculum at matric and secondary levels. A sincere intention is required to take steps for developing the communication, vocational and computer skills of students. The children from poor segments of Pakistan go to school with a great hope for advancement and improvement of the quality of their life but their hopes are rarely fulfilled as the curricula being followed in public schools fail to equip them for mainstream professions and leadership roles. The poor segments of the society remain underprivileged which further fuels fractioning, frustration and conflict in the society.⁴⁸

On the other hand, the private educational institutions follow updated and advanced educational courses which enrich students' learning capabilities, making them aware of the challenges of modern technological era and the global affairs. Extra-curricular activities are

Community of Education Leaders," *Studies in Higher Education* 40, no. 2 (2015): 311-328.

⁴⁶ Ibid.

⁴⁷ Shahid Siddiqui, *Rethinking Education in Pakistan: Perceptions, Practices, and Possibilities*.

⁴⁸ Angelito Calma, "Leadership in Higher Education: Examining the Narratives of Research Managers from Multiple Lenses," *Asia Pacific Journal of Education* 35, no. 1 (2015): 55-68.

encouraged to boost up the mental and creative capability of students. Private schools have more facilities than public schools. Secondly private schools have a rich and well-designed curriculum as compared to public schools.⁴⁹

The admission criteria of private schools is quite different from public schools as public schools cannot deny admission to any child whereas there are certain pre-requisites and assessment procedures followed for a child desiring to get admitted to the private schools. In Pakistan, private schools are considered more prestigious and reputable than government sector academic institutions. Private schools have relatively better physical infrastructure with better teaching standards, which include structured teaching methodologies, and use of audio-visual aids to enhance learning of their students. Teachers at private schools engender a better learning environment for their students, encouraging them to discuss topics in the curriculum as well as extra-curricular matters.⁵⁰ They also encourage students to participate in class discussions, presentations, and other valuable activities. The teachers also use friendly teaching techniques to groom the potential of the students. In private schools, the management categorizes students into different categories, and then arranges makeup classes for the weaker students. They lay emphasis on participation and activity-based learning. Students are encouraged to practice speaking English as the medium of communication in classrooms right from kindergarten which helps them to attain more fluency in English language, improve their communication, and aids in their intellectual growth as well. Consequently, students learn to rely more on cognitive skills and logical thinking rather than rote learning, and are involved in practical work competencies and effective communication skills as shown in Table 5. Students from private schools have skills such as the ability to do intellectual work, internal locus of control in decision-making, core competencies regarding field work, and knowing how to interact and deal with others in normal and special course situations.

⁴⁹ Ray R. Buss, Ron Zambo, Debby Zambo and Tiffany R. Williams, "Developing Researching Professionals in an EDD Program: From Learners and Leaders to Scholarly and Influential Practitioners," *Higher Education, Skills and Work-based Learning* 4, no. 2 (2014): 137-160.

⁵⁰ Ibid.

Figure 1: Model of Education System and its Impact On Student's Effectiveness

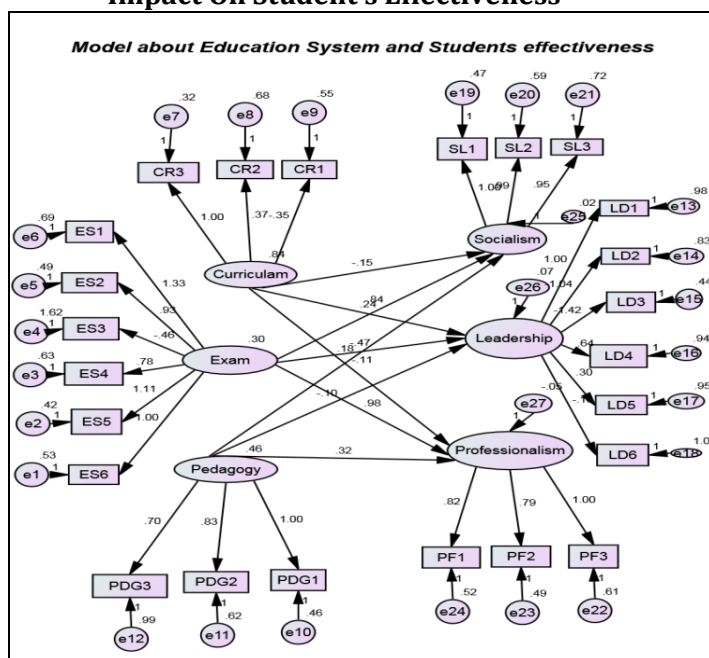


Table 3: Regression Weights of All Variables and their Dimensions

Varriables and Dimensions	Std.Weight	S.E.	C.R.	P
Leadership <--- Exam	-0.591	0.06	-7.771	***
Leadership <--- Pedagogy	-0.159	0.033	-3.052	0.002
Professionalism <--- Pedagogy	0.402	0.043	7.45	***
Socialism <--- Pedagogy	0.24	0.037	4.928	***
Professionalism <--- Curriculum	-0.192	0.026	-4.364	***
Leadership <--- Curriculum	0.503	0.039	6.159	***
Socialism <--- Curriculum	-0.271	0.028	-5.427	***
Socialism <--- Exam	0.886	0.065	12.853	***
Professionalism <--- Exam	0.994	0.073	13.407	***
ES6 <--- Exam	0.601			
ES5 <--- Exam	0.684	0.075	14.851	***
ES4 <--- Exam	0.474	0.069	11.225	***
ES3 <--- Exam	-0.194	0.093	-4.955	***
ES2 <--- Exam	0.588	0.07	13.326	***
ES1 <--- Exam	0.66	0.092	14.486	***
CR3 <--- Curriculum	0.849			
CR2 <--- Curriculum	0.378	0.052	7.113	***
CR1 <--- Curriculum	-0.393	0.048	-7.254	***
PDG1 <--- Pedagogy	0.706			
PDG2 <--- Pedagogy	0.584	0.091	9.137	***
PDG3 <--- Pedagogy	0.428	0.085	8.17	***
LD1 <--- Leadership	0.4			
LD2 <--- Leadership	-0.445	0.137	-7.61	***
LD3 <--- Leadership	-0.68	0.161	-8.817	***
LD4 <--- Leadership	0.273	0.114	5.606	***
LD5 <--- Leadership	0.13	0.099	2.991	0.003
LD6 <--- Leadership	-0.066	0.101	-1.558	0.119
SL1 <--- Socialism	0.605			
SL2 <--- Socialism	0.555	0.079	12.583	***
SL3 <--- Socialism	0.503	0.082	11.643	***
PF3 <--- Professionalism	0.57			
PF2 <--- Professionalism	0.522	0.062	12.727	***
PF1 <--- Professionalism	0.522	0.064	12.717	***

Table 4: Result of One Sample T-test and Kruskalwalis Rank Test

Indicators	Public			Private			Madrassah		
	Mean-Dif	Positive %	Negative %	Mean-Dif	Positive %	Negative %	Mean-Dif	Positive %	Negative %
Socialism									
Civic Engagement	-.580	34	66*	-.133	45	55**	-.453	23	77*
Civic Participation	-.533	45	55*	-.373	33	67*	-.460	37	63*
Social connectedness	-.284	54	46*	-.167	43	57	-.127	21	89
Professionalism									
Cognitive Skill	-.147	23	77	-.300	55	45*	-.167	19	81
Problem solving skill	-.787	65	35**	-.193	28	72	-.953	64	36**
Communication Skill	-.927	82	18**	.020	21	89	-.780	39	61**
Leadership									
Self –Consciousness	-.307	76	24*	-.020	23	67	-.047	43	57
Self-Discipline	-.395	45	55*	-.060	18	82	-.333	66	34**
Self-Reliance	-.340	61	29*	-.080	36	64	.467	67	23**
Self-Esteem	-.180	59	41	.040	23	77	-.273	56	44
Self-Respect	.013	33	67	-.207	43	57*	-.147	23	77
Possession of Institution	-.080	47	53	.027	33	76	.933	78	22**

**, *. Difference is significant at the 0.01 and 0.05 level (2-tailed) on the basis of standard value 4 (agree)

Conclusion

This study revolves around analyzing the extent to which different education systems in Pakistan impact the students' outcome in terms of professionalism, good citizenship and having qualities of visionary leaders. This study is based on the theory of Structural Influences Behaviour. The researcher collected data from eight hundred graduates of different educational systems in Pakistan such as Madaris, and public and private schools by applying stratified random proportionate sampling technique. Structural Equation Modeling, one sample T-test and Kruskal Wallis rank test were applied as statistical techniques. The results of the study indicate that curricula, pedagogical practices and examination systems significantly impact the professionalism, social life and qualities of leadership in the students.

Madrassah education system has sect-specific curricula, following the traditional methods of pedagogy (including corporal punishment) and outdated examination system which is based on the memorization of ideas instead of critical thinking. As a consequence, students of Madaris lag behind others in areas like professionalism and leadership skills. Therefore, curricula, pedagogy and examination system of Madaris should be reformed in accordance with international standards and local market requirements. Similarly, public school system has outdated curricula (based on state-mandated objectives), with old methods of pedagogy, focusing more on cramming lessons instead of the critical, synthesis and cognitive skills necessary for intellectual development of the students. The traditional examination system followed in the public schools does not have capacity to inculcate professionalism, enhance efficiency in social life and build leadership qualities. Pakistan should improve the quality of education offered to the students by reforming the existing curricula and examination system in accordance with the international standards.

The private school system has an international standard curriculum, up-to-date pedagogical practices and effective examination system; focusing more on creativity instead of memorization of ideas but the curricula being followed in private school system do not include extracurricular activities. Due to this, the social life of the students of private school system is quite limited and revolves around specific communities. So, it is imperative for private schools to include sports and political activities in their curriculum.

It is concluded that three distinct types of education systems are imparting education in Pakistan. These include Madaris, public schools and private schools. They adopt different languages including Arabic, Urdu and English respectively as means of instruction. Three classes of Pakistani society from poor to elite ones pass through these systems of education and as a result, each institution produces a particular class of society. As there is difference in the methods, means of instruction, learner groups and teaching goals employed by different school systems, so is the difference in the output of the students produced by each system.⁵¹

⁵¹ Dr. Mohammad Reza Takhsheed, interview by Mehreen Bibi, February 23, 2019, Faculty of Law and Political Science, University of Tehran.

