

## CASE STUDY ON QUALITY EDUCATION

By

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### **ABSTRACT**

*Quality of Education, especially at Primary level, is an important issue to be discussed at the International Forum. This study highlights the quality of primary education through a comparison of the quality of Community Model Schools and Govt. Girls Primary Schools in Pakistan. Community Model Schools were established under Girls Primary Education Project (GPEP) (Phase I and Phase II), with the cooperation of the Asian Development Bank (ADB). This paper focuses on the study of the effect of facilities, qualifications of headmistresses, dropout rate, results, and co-curricular activities on quality performance of both types of schools. Case study of six Community Model Schools and Govt. Girls Primary Schools were conducted for an in-depth study of the school's performance. The views of the heads of institutions, teachers, students, parents and administrators were collected through semi-structured interview schedules. The researcher personally visited the sample schools one by one to conduct these interviews. All the interviews were video-recorded. Data collected was then analyzed. It was found that Community Model Schools were performing better as compared to Govt. Girls Primary Schools in respect of school results, educational environment, co-curricular activities organized in the schools and overall quality of education.*

*Keywords: Govt. Girls Primary School (GGPS), Community Model School (CMS), Girls Primary Education Project (GPEP), Asian Development Bank (ADB), Co-curricular activities.*

### **INTRODUCTION**

According to the Economic Survey of Pakistan (2005-2006), the discrepancies in education at the provincial level persist ranging from Sindh with highest literacy rates (at 55 percent) and Balochistan with the lowest (at 37 percent). Overall adult female literacy increased from 32 percent in 2001-02 to 40 percent in 2004-05. The corresponding change in the male literacy rate was from 58 to 65 percent. Literacy remains higher in the urban areas (71 percent) as compared to the rural areas (44 percent). In absolute terms, the number of illiterates in ten plus age group is 51.8 million. It is generally recognized that a low net participation rate of about 57 percent at the primary level combined with high inefficiency rate estimated at 45 percent dropouts in the public sector has contributed to a low national literacy rate.

According to the Economic Survey of Pakistan (2005-2006), current adult literacy rate is 53 percent, net enrollment at the primary level is 52 percent, retention rate for 2004-05 is noted as 61 percent and significant gender gaps at all levels, especially in the rural areas, persist. Public spending

on education as a percentage of GDP is 2.1 per cent and has approximately increased by less than one percentage point since 2000-01.

Suryadarma, (2006) studied whether student performance in public primary schools in developing countries improved due to the effect of pupil-teacher ratio and less absenteeism of teachers. This study investigated the correlation of student performance in mathematics and dictation test among school children in Indonesia. The representative sample of the study was composed of Indonesian primary-school students. Data about teacher absenteeism was collected through direct observation, the first ever in Indonesia. The results of this study indicated that teacher absenteeism was indeed a significantly negative correlation of student performance, while quality of school facilities predicted better performance. There was also found a significant non-monotonic concave relationship between the pupil-teacher ratio and student's mathematics performance.

To enhance the quality of education in rural girls schools, ADB funded the girls' education in Pakistan to make easy

access to education to all the girls at primary level. GPEP-I & II was the main project of ADB to promote girls primary education in rural areas. The girls Primary Education Development Project (GPEDP) Phase-I was launched during 1991 in four provinces and completed in 1996 at a capital cost of Rs.1763.95 million to mitigate the educational disparity in Pakistan. It was also launched to provide quality education to the rural population along with Govt. Girls Primary Schools (Govt. of Punjab, 2000).

Though community schools offer educational opportunities to marginalized children in rural areas of Punjab, there is a debate over their purpose and ability to contribute to social change and development in rural, undeveloped areas. Paradoxically, though hailed for their "alternative" nature, community schools more often serve "traditional" education efforts and the international goal of achieving "education for all."

The GPEDP Phase-I was launched in 1991 when the GPEP was conceived, the idea was that one Community Model School (CMS) would be established at each Union Council (UC) level for the education of rural girls. Presently, there are about 6000 UCs in 4 provinces, whereas 880 CMSs were established under GPEP (Phase-I) and 1054 CMSs are being constructed under GPEP Phase-II. As such, the gap of about 4000 UCs/CMSs needs to be filled. Whereas GPEP Phase-III is in the pipeline.

In our country, educational reforms have been launched not only by utilizing indigenous resources but also by seeking loans from foreign agencies. The main purpose of these reforms was to improve the teaching environment especially at the primary level. In our country, at elementary/primary level in girl's schools there are two main problems: (i) high dropout rate and (ii) inability to admit 100% corresponding age group of girls. These problems are less in urban areas as compared to rural areas.

According to Bari (2004) by primary education, we explicitly mean the first five years or grades of education, where the age of the child is between 5 to 9 years. In Pakistan we will take primary education to be first five years of education for a child starting at the age of about 5 or 6 years and graduating from primary school at the age of 9 or 10 years.

The Government and the Bank have gained experience from earlier projects and are favorably placed to continue supporting quality improvement policies for educating girls in rural areas. The current Community Model Schools (CMS) network covers only 25% of 6,000 union councils in Pakistan. The Government is ready to undertake its second phase (1996-2000) to expand CMS under the proposed project so that greater union council participation in education will be developed through the CMSs by providing educational support to surrounding smaller schools and venues for non-formal adult literacy programmes. Girls Primary Schools strategically placed in each union council provide access to a full five grades of primary education with opportunities for continued schooling.

Public sector alone, especially in developing countries, cannot meet the needs of quality education for a rapidly growing population. Therefore, both the Community Model Schools and Govt. Girls Primary Schools are engaged in providing education to the masses.

Education system in Pakistan is a legacy of British rule in the sub-continent. At the time of independence both public and private institutions were providing education of primary level. Burki (1986) classified educational institutions at the time of independence into three categories.

- Public schools and colleges run by provincial governments or local bodies.
- Private schools managed by charities/missionaries.
- Schools and colleges in private sector affiliated with University of the Punjab.

All the types of educational institutions continued functioning after creation of Pakistan. ADB had an important role in providing education through Community Model Schools. Community Model Schools were run either by NGOs (motivated by the cause of promoting education) or by individuals (making their living through educational institutions).

The need for the involvement of community to meet the expanding needs of educational facilities was fully realized. It was learnt that participation rates at various levels of education were poor and government alone was

unable to provide required educational facilities at all levels. It was, therefore, considered necessary to encourage once again the participation of the community in educational development. To do so, the following policy measure was proposed: "Private enterprises will be encouraged to open educational institutions particularly in rural areas, permission to set up educational institutions will be granted by the Ministry of Education or the respective Provincial Educational Departments, the existing legislation on nationalization of privately managed educational institutions will be suitably amended to allow opening of private educational institutions and to ensure that such institutions set up with the permission of government will not be nationalized in future. Regular instructional supervision of these institutions will be undertaken by the education departments and relevant statutory bodies (Govt. of Pakistan, 1979).

As a result of the promulgation of the (Promotion and Regulation) Ordinance No. II of 1984, a second wave of community participation in education was energized. Consequently, it is estimated that approximately 30,000 private educational institutions at all levels with approximately 3 million students are functioning in the country (Govt. of Pakistan 1998).

Hurd (2006) stated that the National Literacy Strategy, when introduced in English primary schools, aimed to raise the standard of reading thereby improving children's ability to use textual sources to enhance their wider learning. They investigated school policies towards book provision. They used evidence from inspections of 6150 primary schools returned from head teachers in 540 primary schools and individual interviews with primary teachers. The results of the study showed that book provision was a significant factor in the success of a literacy strategy.

Hart & King, (2007) examined the effect of service learning on students' academic achievement. Subjects were undergraduate pre-service teachers who participated in a literacy tutoring service. Their learning experiences were compared with pre-service teachers engaged in self selected and independently directed tutoring sessions. Results indicated that service-learning positively influenced students' academic achievement.

Therefore, there was a need to compare the performance of both types of schools as well as factors influencing this performance. The present study was conducted to compare the Community Model Schools and Govt. Girls Primary Schools regarding their functioning and performance.

## Method

To investigate the performance and functioning of schools as social institutions and comparing the Community Model School and Govt. Girls Primary Schools, it was necessary to know the views of headmistresses, teachers, students, parents and administrators related to each case (Figure 1). Interviews were selected as a tool of data collection. The present study engaged the "case study approach" to study and probe the phenomenon of both types of schools.

A case study is the in depth investigation of a "unit" e.g. individual, groups institution, organization, program documents, and so forth. In education, a unit is likely to be a school, college, department, institute, an administrator, a teacher or a student. The case study, in its simplest form, involves an investigator, who makes a detailed examination of a single subject or groups or phenomenon. In fact, a case study requires the collection of very extensive data in order to produce an in depth understanding of the entity being studied. Several kinds of case studies can be found in the social science literature. Of these, very commonly and widely used are "historical case studies of organizations". These studies trace the development of an organization over time (Borg & Gall, 1989, pp. 402-403). Khawaja (1985) summarizes the concept by saying that "a case is a written description of an enterprise, an event, an incident and information about its

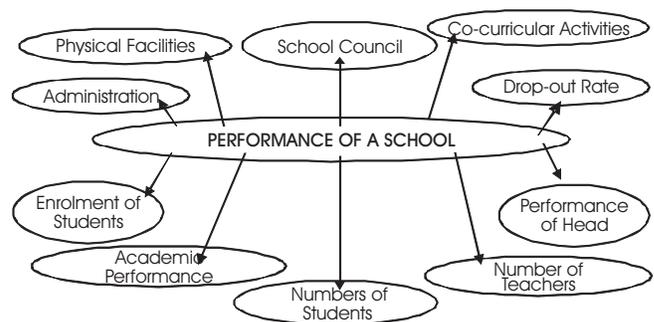


Figure 1. Performance and Functioning of Schools

many facets. It generally contains its history in internal and external environment. Cases are generally based on material gathered about real organizations, (Khawaja: 1985, P. I).

The researcher prepared separate questions for interviews with the headmistresses, teachers, students, parents and administrators. The headmistress' were asked about their qualification, teaching and management experience, length of service, planning of daily activities and policies to run the school. The questions about students' dropout rate, co-curricular activities, school facilities, school council, performance of school, performance of teachers of each type of school, prediction about the future of Community Model Schools and Govt. Girls Primary Schools, role of department for functioning of schools, etc. were also included in the questionnaire.

Teachers were asked about academic and professional qualification, number of students (class size), area of subjects, lesson planning, and home work routines, teachers' perceptions about good qualities of their schools, weaknesses, Headmistress' behavior, and differences between Community Model Schools and Govt. Girls Primary Schools. Students were asked about parents' qualification, number of students in class and teachers for class, teaching-learning environment and usage of A.V aids by teachers, physical facilities, home work, conduction of examinations, 5<sup>th</sup> class results to parents and headmistress', inspection routines, extra coaching, co-curricular activities and weaknesses. All these questions aimed to determine the functioning (good or bad) of a particular school and to analyze the provision of facilities.

Parents were questioned about the perceptions regarding the performance and effective functioning of schools. It included questions about teaching-learning environment, students' performance in class, home work policy, provision of physical facilities to students, conduction of examinations, communication of results, school management, teachers' dealing with students and parents, cleanliness and maintenance of school discipline etc.

Administrators were questioned about the performance of schools, dropout rate, school problems, inspection

problems, school council and results etc.

Six case studies (i.e. three from Community Model School and three from Govt. Girls Primary Schools from rural areas of District Lahore and Faisalabad) were undertaken. It was decided to select the schools on the basis of performance, school enrollment and ease of access.

The researcher personally visited the select sample of schools one by one and with the consent of school administration, started video recording of interviews with the headmistress, available teachers and five students from each school and their parents and three administrators. Interviews of headmistress, teachers, and students were video recorded in schools which took four to six days for each case. However, interviews with parents were recorded at their homes. It was not possible to record the interview of more than one parent each day because the parents resided at different areas of the city. Interviews of the administrators were conducted at their offices with the requisite permission.

A total of 100 interviews were recorded from six schools. Questionnaires of interview schedule were also filled by the respondents. It took nearly six months to complete the cases.

The interviews of respondents of each case study were transcribed as follows:

- The answers of each headmistress were transcribed as a single case.
- The answers of available teachers, students and parents were transcribed and changed into averages for each case. The opponent opinions of respondents were also highlighted.
- The answers of each administrator were transcribed as a single case.
- Finally the results/responses of all Community Model Schools and Govt. Girls Primary Schools cases were compiled separately and then compared, interpreted and presented in the following brief.

Mehmood (2003) stated that the difference of facilities of Community Model Schools and Govt. Girls Primary School is as in Table 1.

This comparison of facilities of Community Model and

Sr.No	Girls Primary School facilities'	Community model girl's primary school facilities.
1	Generally School has two rooms	Seven rooms, with boundary wall, a gate, staff room, office, store and teacher training room.
2	Only two teachers per school	Minimum five P.T.C teachers
3	No post of Headmistress	Headmistress BPS 16, B.A B.Ed minimum qualified.
4	Only one servant per school	Minimum three servants per school.
5	Substandard facility of electricity and water supply.	Electricity and water supply with moter and water tank.
6	No electric fans	Minimum 15 to 25 fans per school.
7	No furniture/substandard furniture	Furniture is available for Headmistress office, staffroom and students.
8	No playground and goods for games	Playground with goods for games i.e. swings, slides and sea-saw.
9	No library	Library having 1200 books for students and teachers.
10	Necessary goods is not available	Garden Kit, teaching kit and necessary things of school are available.
11	No arrangement for Teacher Training, Teacher Resource Room or L.C. Room	There is a Teacher Training Room in each ten schools, having arrangement of teacher training, Teacher Resources Room or L.C Room.
12	A. V aids are not available	A. V aids for Math and English (Inter-Active Radio instruction) are available.
13	There is not effective participation of community	There is regular system of community mobilization.

**Table 1. Comparison of facilities provided in Community Model Schools and Govt. Girls Primary Schools.**

Govt. Girls Primary Schools showed that community schools have better facilities as compared to Govt. Girls Primary Schools. The detail of expenditure for these facilities is as tabulated in Table 2.

## Discussion

The conclusion of this study exhibits better performance of Community Model Schools than Govt. Girls Primary Schools in terms of performance in administration, number of teachers, number of students, dropout rate, organisation of co-curricular activities, availability of physical facilities and performance of school councils. One broad purpose of the study was to make generalizations on the basis of descriptive data. However, the following discussion of some selected findings is based on the judgment of the researcher by comparing different findings of various studies regarding above factors.

The first indicator of the study was the performance of

S. No.	Staff	Staff Maximum and Minimum Salary	Average Salary	Total Expenditure
1	S.S.T -one	700 to 1200	1x9500=9500	9500
2	P.T.C -5	4000 to 7000	5000x5=	25000
3	Class IV-3	3000 to 4500	3750x3=	11250
4	English teacher available in 50% schools		1x5250=	5250
A	Total			51000
5	G.P.F, Group I +B.F			5000
6	Pension expenditure 70% approximately			35000
7	Capital cost of Building	(By dividing on 30)		8000
8	Expenditure of Higher officially and contingency			3000
	Total of other expenditure			51,000
	Monthly expenditure of (A+B, of school)			102000

(Govt. of Punjab, 2000)

**Table 2. The detail of expenditure for facilities provided in Community Model Schools.**

school administration. The major finding of this study was that Community Model Schools show better performance in school administration as compared to Govt. Girls Primary Schools in Punjab. This finding is in favour of Community Model Schools due to better qualifications of the headmistresses and availability of more physical facilities. It is also in consonance with the study of Reynolds , Creemers, Stringfield, Teddlie & Schaffer (2002) who investigated that leadership had very strong effect on academics.

The second important indicator of this study was the dropout rate. It was found that Govt. Girls Primary Schools have higher dropout rate as compared to Community Model Schools. As Corville-Smith's (1995) study indicates that main reason behind the drop-out is school environment (protocol, activities, and syllabus). According to findings of the present study, Govt. Girls Primary Schools have less attraction for students due to their environment and consequently have a higher dropout rate as compared to Community Model Schools.

It was revealed by Goelman, Forer, Kershaw, Doherty, Lero, & LaGrange (2006) that in the infant toddlers' rooms, the number of adults in the observed classrooms and the education level of observed staff members were direct indicators of quality education with reference to student-teacher ratio. The present research also showed that due to

better student-teacher ratio in Community Model Schools as compared to Govt. Girls Primary Schools in Punjab, quality of education and performance improved in these schools.

Another variable of the study was students' enrollment. The performance of both types of schools was measured through the comparison of students' enrollment and it was found that Community Model Schools have better students' enrollment. The enrollment rate in these schools for grade 1-5 increased due to better management, physical facilities and school environment.

The next variable of the study was academic performance of students. It was aimed to compare the academic performance of Community Model Schools and Govt. Girls Primary Schools in Punjab. And the performance of Community Model Schools proved better in terms of getting scholarships and obtaining marks.

Both types of schools were also compared for co-curricular activities. The findings of the present study showed that Community Model Schools had better facilities for co-curricular activities particularly for sports and speech contests as compared to Govt. Girls Primary Schools particularly because of the smaller size of the former. The findings of the present study seem consistent with the findings of the Kearney's study (1994) which proves that in small schools there is more participation of students in co-curricular activities. The greater and more varied participation in co-curricular activities by students in small schools is the single best-supported finding in the school size research.

Community Model Schools and Govt. Girls Primary Schools in Punjab were compared for the availability of physical facilities i.e. utilities (water supply and electricity), furniture, playground, teaching kit and library. It was found that Community Model Schools had better physical facilities as compared to Govt. Girls Primary Schools in Punjab. The findings of present study match with the international studies especially that of Dudek (2002) which concluded that the school is an attractive physical world, supporting teaching and learning. A beautiful library with decorated book provides attraction for students. Well furnished classrooms play an important role in progress of the school.

His findings were that the availability of physical facilities in schools increased the educational effectiveness.

Mirza (2003) reported that 50% of Community Model Schools were using teaching kits as compared to only 15% of Govt. Girls Primary Schools. As a result, the students' performance in Community Model Schools was much better than that of the students of Govt. Girls Primary Schools. According to the researcher, whenever teachers teach with some of the learning aids, their students perform better.

The school performance was measured through the better functioning of school council in this study. The study of Kateeba (2006) concluded that there was remarkable improvement in the management of the school activities, which resulted in the improvement of quality and teaching in the schools, due to the good role and responsibilities of school management committee. The present study also found that Community Model Schools had better performance of school councils as compared to Govt. Girls Primary Schools in Punjab.

### Conclusion

The findings of the case studies showed that Community Model Schools were performing better as compared to Govt. Girls Primary Schools in respect of schools results, educational environment, co-curricular activities organized, school councils and overall quality of education.

Performance of headmistresses and teaching staff in Community Model Schools were better. This was due to highly qualified headmistresses in these schools. However, the performance of headmistresses in Govt. Girls Primary Schools was low, which was due to less qualified Matric PTC headmistresses. Community Model Schools organized more co-curricular activities and these activities were well planned as compared to those of Govt. Girls Primary Schools. In summary:

- The educational administrators at Community Model Schools are more positively inclined towards the educational quality than administrators of Govt. Girls Primary schools
- Headmistresses of the Community Model School are

more competent than Headmistresses of the Govt. Girls Primary Schools.

- Teachers of the Community Model Schools are more facilitative than the teachers of Govt. Girls Primary Schools in Punjab.
- Parents of the Students studying at Community Model School are more satisfied than parents of the students studying at Govt. Girls Primary Schools in Punjab.
- Dropout rate is low in Community Model Schools as compared to Govt. Girls Primary Schools in Punjab.
- Enrollment rate is higher in Community Model Schools as compared to Govt. Girls Primary Schools in Punjab.

Hence, all research indicators show that Community Model Schools are doing a better job of providing quality education at the primary level than the Government Girls' Primary Schools.

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