

Effects of Punjab Government's Educational Initiatives on Pupils' Enrolment, Retention and Achievement at Primary Level

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KEY WORDS

Devolution,
educational initiatives,
enrolment, retention,
achievement

ABSTRACT

Education in general and Education for All (EFA) in particular, is one of the top priorities of government of Pakistan. After the Devolution plan, Punjab Government took many initiatives for enhancing students' enrolment, and retention, at Primary level. This study focused on analyzing the effects of Punjab government's educational initiatives (PGEIs) on students' enrolment, retention, and achievement at primary level. The study was a cross-sectional survey design in nature. All the primary school teachers of district Mianwali were taken as population and sample of the study was taken in two stages, at first stage 21(40% proportional) out of 54 clusters from all three tehsils (Mianwali, Piplan and Isa Khal) were taken as sample of the study by using stratified cluster random sampling technique. At the second stage, 40 teachers (from each cluster) were selected as sample of the study by using convenient sampling technique. Validation of the instrument was carried out through expert opinions and pilot study. The internal consistency of instrument was

found by using Cronbach Alpha, which was 0.804. The questionnaires were administered to 840 teachers and the response rate was 94% (392 male & 394 female teachers). The statistics such as percentage, mean scores, and standard deviation were used to analyze data. The findings of the study revealed that majority of PGEIs have positive and significant effects on pupils' enrolment, retention, and achievement at primary level. It was recommended that effort of DSD for quality education may be continued and improved. Medium of curriculum may be optional. The research may also be conducted by using qualitative technique, so that some valuable subjective findings can be gained about the research topic.

Introduction

Education plays a very considerable role in the progress of a learner's behavior, development of the nation and it plays critical role in building human potential, monetary growth through awareness, creative strength and skill of a society (Pakistan Economic Survey, 2007-08). Learned people are more essential not only for the nation's progress, but also for the entire humanity. Therefore, every state of the world is making an effort its best to educate all people through all means of education. Every citizen should access to primary education as a basic fundamental right. All nations need basic primary education to make their full interest for society as well as to recognize their own prospective. The Dakar Framework for Action verifies the right of education, the vision of the World Declaration on Education for All which is also supported by the Convention on the Rights of the Child and the Universal Declaration of Human Rights that all citizens have the human right to get advantage from education, so that they may meet their basic educational needs in the best and fullest wisdom (Zakar, 2013).

The Government of Pakistan is trying to utilize all its resources to attain basic primary target but till now, it has not been attained successfully. No doubt, education is regarded as a key to protect future. But unfortunately, some general causes, for examples non availability of teachers, lack of educational awareness in the parents, market situation, strict atmosphere in schools, distance of schools from home, lack of basic facilities, and parents' poverty, which kept children away from schools. The country has ten-year Perspective Development Plan (2001-2011), and National Plan of Action (2001-2015), is the sixth EFA goal, visualize the long term economic growth policies and emphasis on new enrollment and retention to improve the basic and quality education through improving learning achievements of the learners (Hussain, Salfi & Khan, 2011).

Statement of the Problem

Since independence of Pakistan, each government gave value to a large extent to education, but remained fail in attaining 100% enrolment and retention at primary level. After the Devolution plan, Punjab Government took many initiatives for enhancing students' enrolment and retention at Primary level. The study is to find out the effects of Punjab Government's Educational Initiatives (PGEIs) on pupils' enrolment, retention, and achievement at primary level.

Objectives of the Study

1. Analyze the effects of Punjab Government's initiatives on students' enrolment at primary level.
2. Evaluate the effects of Punjab Government's initiatives on students' retention at primary level.
3. Find out the effects of Punjab Government's initiatives on students' achievement at primary level.

Research Questions

1. What are the effects of Punjab Government's initiatives on students' enrolment at primary level?
2. To what extent the Punjab Government's initiatives affected students' retention at primary level?
3. What are the effects of Punjab Government's initiatives on students' achievement at primary level?

Review of Related Literature

This section of review explain the concise explanation of researches, educational policies, and the CM Muhammad Shahbaz Sharif Road Map based on educational initiatives Program indicators were reviewed in the current scenario of the education system. Then the national and international perspectives, research literature were reviewed. The critically analysis of the preceding research studies grants a strong base for the study.

Many initiatives such as provision of free textbooks, progress towards Uniform Education System, revision of national curricula, free and compulsory education up-to the age of 16 years, production of quality textbooks, services of School Council, appointment of graduate teachers at primary level, merit based appointments of teachers, survey of all admissible students, exemption from examination fee for 5th and 8th grade Fulfillment of basic facilities, Performance based incentives, Merit based recruitment of Educators, Regular refresher courses of teachers, and Compulsory external examination system has been taken by the government of Pakistan. But the Government has not been able to achieve the contribution rate of 100% by

2015 at primary level, which is one of the major provisions of National Plan of Action (Government of Pakistan, 2005). Similarly, targets were set under Millennium Development Goals (2004), its Goal '2' is 'to make sure that by 2015 children all over the place, should be able to learn a complete course of primary schooling'. Punjab, the largest province is the home of 56% Pakistan's population representing 83.7 million people. Punjab has a vital responsibility in the country's political and economic life, and may assist to form the direction of national policies and interests, towards accomplishment of the Millennium Development Goals (2005).

According to Government of Pakistan (2010), it was reported that literacy's rate in Punjab was 59% of the country, while male was 69 %, and female literacy rate was 50%, whereas urban was 74% and rural literacy rate was 48%. Drop out situation and enrollment at primary level was alarming. Almost one million students were enrolled in primary classes every year, but thousands of them left due to any reason consequential high drop out in each class.

Therefore, the problems for the province are two-fold: a) to enroll the remaining children to (public or private) schools; and b) to retain the existing students to tackle the educational deficiency of enrolled children. To meet this challenge, it will require a coherent and comprehensive strategy addressing two sets of issues. The **first** includes handling issues like medium of instruction, curriculum, text books, assessment, capacity building and regulation of private schools. The **second** includes improving performance management, incentives, dispute resolution, monitoring and evaluation, resource allocation and utilization – i.e. issues that can be placed under the rubric of governance. Both sets of issues are of fundamental importance, but this study focuses on Government initiatives for student enrolment, retention, and achievement to improve governance of government schools in the province (Habib, 2013).

The past two decades saw substantial emphasis on increasing enrolment in government schools in Punjab. The Punjab Government allocated resources for this purpose and set yearly targets for district education managers. Teachers were also required to proactively approach local communities to ensure that most of the out-of-school children enrolled in a nearby school. Consequently, the net enrolment rate increased to about 68% of children in the 6-12 years age group (Ministry of Finance, 2011).

After the 18th Amendment, Federal Ministry of Education has devolved the education to the provinces. Therefore, policy making, implementation of policies and management became the sole task of the provincial governments. Therefore, Government of Punjab has taken keen attention in the Education for All goals; hence, its "School Reforms Roadmap of the Chief Minister (CM) Punjab" visualizes the target of enrollment, retention, and providing reasonable access to quality education across the province (Zakar, Shazia, Razza, Rubeena, Nauman & Riffat, 2013).

Brief description of educational policies with regard to promoting primary education

In the perspective of primary education, The National Education Policy 1992, was obviously mentioned the strategy for improving the quality of education. This Policy, enlist the following measures: a) update 'primary kit' provision of computers, b) proper training of teachers, c) books of science, mathematics and general knowledge and d) increasing the number of teachers to five per school over a period of ten years.

The NEP 1998-2010, had stressed the progress of elementary education in its objectives. This policy also provides an inclusive list of excellence inputs such as a) pre-service and in-service training of teachers, b) merit-based recruitment of teachers c) improving the quality and free accessibility of books, d) provision of career structure and system of awards and incentives, and e) reforms in examinations and assessment system etc. Education Sector Reforms Action Plan 2001-2005 based on NEP 1998-2010 along with its nine sectors includes a cross-cutting driving force area of quality assurance in education including, “continuous improvement of curriculum, strengthening the teacher training centers, assessment system, benchmarking competencies, staff development teacher educational training, increase of non-salary budget for provision of conducive educational environmental, and public-private partnership and community participation.

The National Education Policy (2009) emphasizes on the quality of learning through development and textbook reforms, but a successful implementation approach is missing. Curriculum reforms are politically sensitive matters and would need a lengthy mutual process to initiate. Therefore, changing the reforms to require some interpretive and systematic skills will assist to develop the quality of education.

Punjab Education Reform Initiatives

The Punjab Education Sector Reform Program (PESRP) which initiated in 2003, funded by the World Bank (USD 350 million) and the “UK Department for International Development” (USD 200 million) introduced with three overarching goals: a) improving access, b) quality, and c) governance in education.

The PESRP was launched in 2010 funded by “UK Department for International Development, formulated especially as a framework to accelerate the delivery of educational results under the PESRP. The program’s managerial arrangement involves keeping track of progress on the education results of schools and districts, and the outcomes are reported directly to the CM of Punjab every two or three months. Under the roadmap program, monitoring teams visited the school to improve student and teacher attendance in the two years that it has been implemented (Barber, 2013). Quality education is not only the top most priority of educational policy

1998, but also the corner-stone of the Punjab Government". The School Education Sector has been the focus of the Government of Punjab consideration and resource provision since 2008. Therefore, the educational initiatives under taken not only for students, but also teachers, infrastructure, and governance and now, quality education has been manipulate under a Road Map ensuring; objectives and initiatives for quality education are given below:

Objectives of Schools Reform Road Map

The major objectives under a road map are: (i) 100% Enrollment of all school going age children, (ii) All enrolled students up to 16 years will be 100% retained, (iii) Merit based recruitment and transfers of HR will be ensured, (iv) Free, Compulsory and Internationally Competitive education for all, (v) Enrolment, Retention, and Achievement targets for officers and ranking of districts will be on targets, (vi) Transparent selection of officers and their retention connected with targets, and (vii) Incentives will be given on good performance. CM Punjab will be personally monitored the development of each and every step of the roadmap and government Punjab will provide the requisite resources and ensure all supportive actions (Punjab Schools' Reform Road Map, 2010).

Fundamental aspects of Universalization of Primary Education (UPE)

For effective formulation of policies, three essential aspects of UPE i.e. enrolment, retention, and quality was focused in the CM Roadmap program which is the central focus of the researcher's study. "The constructing schools and recruiting teachers is not enough to ensure enrolment, retention, and quality education for children in schools, in order to achieve this, better coordination between the state institutions, public-private partnerships, and democratic approach towards decisions making and need assessment through quality data collection are required to provide service delivery to the communities." Government agencies should organize the communities and coordination with the religious leaders, political leaders, and other volunteer organizations to increase enrolment, retention, and quality of the education. Strong political will and sound coordinated efforts to organize the community by spreading awareness about the importance of the education should be effective with regard to school enrolment, retention, and quality (Gazdar, 2009).

Role of School Councils (SCs) in promoting primary education

Several studies emphasize to involve communities in school management and accountability, 56,000 school councils were formed in

2009. SC members comprise the head teacher, parents, and local citizens who monitor the performance of teachers and school results. These councils receive annual grants from PRs 20,000 to PRs 50,000 to address the needs of particular schools to improve school infrastructure. Strengthening school councils and conducting research on initiatives at the school level would help identify some of the characteristics that make schools better or worse. They can also give suggestion for absenteeism of students, and assist remedial actions to make sure that there are no drop-outs (Government Education Department Punjab, 1997).

Teacher training and development for promoting primary education

Enhancement of teachers' educational capacity has a direct impact on student retention and their quality learning. It is reported that the primary level teacher training is highly useful for certain pedagogical techniques; which positive affects the teacher's techniques dealing with the students. Advanced research in primary school education has revealed that a primary school teacher is faced with many challenges such as: status of parents, identity of the child, implications of physical impairments (National Education Policy 1992 & 1998).

Medium of Instruction as obstacle in retention

According to Bari, (2013) The Punjab government announced a policy of English-medium instruction at the primary level in 2006 to concentrate on parental and private schools demand but the results of the PEC exams show that the language achievement test scores was low. English-medium instruction policy has probably had an unfavorable effect on students' achievement. Government schools and teachers were not ready to adopt this dire policy change due to lack of teachers' knowledge of English textbooks and curricula were not developed for teaching subjects in English. As a result of this policy, math and science teachers started to teach in Urdu.

A Framework for Assessing Interventions

According to Andrabi (2012) supply-side "school infrastructure facilities, contract teachers, and the provision of free textbooks, teacher professional development, student assessments, and effective school councils, availability of jobs, and higher education opportunities" and demand-side "household income, parents' education, distance from home, number of siblings, and job opportunities" influences on educational outcomes identified by the education literature. Supply-side initiatives that make school a pleasant experience for learning, and retention. Many studies have recognized different demand and supply factors explaining educational achievement. According to Orazem and King, (2007) had emphasized the

role of school inputs such as teacher training and school infrastructure.

Free Primary Education (FPE) effect on enrolment and retention

According to Galabawa (2003), FPE program launched in Kenya in the education sector have increased enrollment of students in both primary and secondary schools. Enrolment in primary schools increased from 5.8 million in 2002 to 7 million in 2003 and 7.2 million in 2004. It has been concluded that Kenya is on track, and the achievement the goal of EFA is with its range (Republic of Kenya/UNESCO, 2012).

Methodology

Research Design

The descriptive method was used to analyze the Government's Educational initiatives (PGEIs) on students' enrolment, retention, and achievement. Cross-sectional survey was used as research design. Descriptive research involves collecting data from primary school teachers of District Mianwali in order to analysis to answer research questions regarding the existing status of the subject of the study.

Participants

The population of this study comprised of primary schools level (1399) of District Mianwali, Punjab province, which divided into 54 clusters where (3482) teachers are teaching. Sample of the study was taken in two stages, at first stage 21(40% proportional) out of 54 clusters from all three tehsils (Mianwali (10), Piplan (6), and Isa khal (5) were taken as sample of the study by using stratified cluster random sampling technique. At the second stage, 40 teachers (equal allocation) from each cluster using convenient sampling technique were selected as sample of the study. The response returned was 94% (392 male & 394 female teachers).

Instrument

The questionnaire was comprised of two parts that included: i) demographic information; and ii) 39 items which were developed on a five point Likert's scale.

Validity and reliability of the instrument

Instrument was improved in the light of comments of eight experts. After improving in terms of language, styles, font, format, face validity and content validity of questionnaire, it was administered on 50 PSTs for the pilot testing. When a copy of questionnaire was administered to PSTs, they were asked to point out any difficulty in the language and composition of the

items of questionnaire. Ambiguous or unclear items were modified from instrument. Validation of the instrument was carried out through expert opinions and pilot study. The internal consistency of instrument was found by using Cronbach Alpha, which was 0.804. Overall 840 questionnaires were administered and the response rate was 94% (Male 392 & Female 394). Previous results (2010-2015) were taken from school education website.

schools.punjab.gov.pk/ www.pec.edu.pk/

Data Analysis

This section deals with the analysis of the data collected by the researcher to evaluate the effects of the PGEIs on students' enrolment, retention, and achievement at primary level. Descriptive and inferential statistics such as frequency (f), percentage (%), mean scores, standard deviation, ranks, and t-test were used to analyze data into two parts: a). demographic profile of respondents, b). Effects of the PGEIs on students' enrolment, retention, and achievement at primary level. These tables show data analysis.

Table 1

Clusters, Tehsil, and Gender wise Detail of PSTs of District Mianwali

District Mianwali	Tehsil Mianwali	Tehsil Piplan	Tehsil Isa Khal	Total
Clusters	25	16	13	54
Teacher (Male)	937	319	403	1659
Teacher (Female)	1001	407	415	1823

Table 1 shows the detail of clusters, and PSTs (Male, Female) within three tehsils of Mianwali District.

Description of composition of samples of PSTs

This part shows the demographic profile of the PSTs. Table 3 describes the composition of sample in terms of frequency and percentage.

Table 2 indicates the demographic profile of 786 PSTs. Both categories of PSTs/ESEs were given representation. ESE was 21% (166) of total sample, 79% (620) of total sample were PSTs which included in final sample of 786 PSTs/ESEs. The sample includes almost equal proportion of male 50% (392) and female 50% (394) PSTs. Table reflects that 28% (224) were undergraduate, 35% (280) were graduate and 36% (282) were having postgraduate degree. Mostly PSTs were having professional qualification 42% (333) as B.Ed., 31% (247) as PTC, 20% (154) as M.Ed. and 7% (52) as CT. Almost half of the respondents 49% (385) were from tehsil Mianwali as it was the largest populated tehsil, 28% (218) respondents were from tehsil Piplan, and 23% (183) belonged to tehsil Isa khal. Majority primary schools

located in rural areas therefore 72% (570) of the sample from rural areas and 28% (218) from urban areas were taken as sample.

Table 2
Demographic Profile of PSTs (N=786)

Variable	Category	Frequency	Percent%
Designation	ESE	166	21
	PST	620	79
Gender	Male	392	50
	Female	394	50
Academic Qualification	Undergraduate	224	28
	Graduate	280	36
	Postgraduate	282	36
Professional Qualification	PTC	247	31
	CT	52	07
	B. Ed	333	42
	M. Ed	154	20
Tehsil wise	Mianwali	385	49
	Piplan	218	28
	Isa Khal	183	23
Locality	Rural	570	72
	Urban	216	28

Effects of PGEIs on Enrolment of Students

Research Question # 1. What are the effects of PGEIs on pupils' enrolment at primary level?

Analyze of teachers' Responses about enrolment initiatives

The 1st factor of the questionnaire was to analyze the effects of PGEIs on students' enrolment at primary level.

Table 3 and figure 1 show that overall mean score 3.69 and figure 3 depicts that mean scores of each of statements were greater than the criterion mean (3.0), so all statements were accepted. The highest value of mean score (4.20) was for item 1 which shows that provision of free textbooks is the most helpful to increase students' enrolment. Appointments of teachers against vacant posts, Free & compulsory education up-to the age of 16 years, Progress towards Uniform Education System, Survey of all admissible students and Enrolment Targets given by the high authorities are very valuable PGEIs to increase students' enrolment while, slogan of "Mar Nahi

Pyar”, services of School Council, behavior of Educational Administration, adoption of schools by officers, slogan of “Parho Punjab Barho Punjab”, updating of Emergency Enrolment Campaign and Emergency Enrolment Register are below overall mean however, all PGEIs are supportive to enhance students’ enrolment.

Table 3

Factor1. PGEIs for students’ enrolment

Sr. #	Statements	Mean	SD	Rank	Remarks
1.	Provision of free textbooks is helpful to increase my students’ enrolment.	4.20	1.04	1	Accepted
2.	Emergency Enrolment Campaign is supportive to increase students’ enrolment.	3.67	1.03	7	Accepted
3.	Updating of Emergency Enrolment Register is useful to enhance students’ admissions.	3.53	1.07	8	Accepted
4.	Enrolment Targets given by the high authorities motivate me to enhance students’ enrolment.	3.70	1.15	6	Accepted
5.	Progress towards Uniform Education System enhanced students’ enrolment in my school.	3.91	1.10	4	Accepted
6.	Free and compulsory education up-to the age of 16 years is supportive to enhance students’ enrolment.	4.06	1.08	3	Accepted
7.	Services of School Council increase students’ enrolment.	3.41	1.18	12	Accepted
8.	Behavior of Educational Administration helps me to increase students’ enrolment.	3.46	1.18	11	Accepted
9.	Slogan of “Mar Nahi Pyar” is helpful to boost students’ enrolment in my school.	3.19	1.30	13	Accepted
10.	Appointments of teachers against vacant posts in my school enhanced students’ enrolment.	4.11	1.05	2	Accepted
11.	Survey of all admissible students is useful to increase students’ enrolment.	3.76	1.01	5	Accepted
12.	Slogan of “Parho Punjab Barho Punjab” will be helpful to increase students’ enrolment.	3.53	1.12	9	Accepted
13.	Adoption of schools by officers will play a vital role for increasing students’ enrolment.	3.50	1.20	10	Accepted

Note. Criterion Mean=3.0 Overall Mean= 3.69

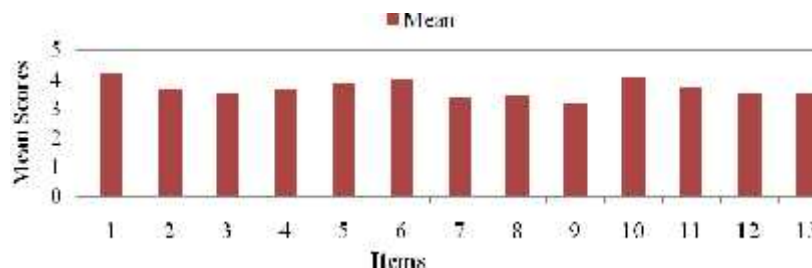


Figure 1: PGEIs for students' Enrolment

Factor 1, item 6 Free and compulsory education up-to the age of 16 years is supportive to enhance students' enrolment. This statement finding supports, that Republic of Kenya, (2012) was reported that the implementation of FPE and Free Day Secondary Education, which have accelerated enrollment of learners in both primary and secondary schools in the country. According to Galabawa (2003), research finding was also supported the statement that the introduction of FPE in 2003 resulted in an exponential growth in enrolment in primary schools, Republic of Kenya,(2012) reported that enrolment in primary schools escalated from 5.8 million in 2002 to 7 million in 2003 and 7.2 million in 2004.

Evaluate the effects of PGEIs for students' retention

Research question: To what extent the PGEIs affected students' pupils' retention at primary level?

Analyze of teachers' Responses about retention initiatives

The 2nd factor of the questionnaire was to evaluate the effects of PGEIs on students' retention at primary level.

Table 4 and figure 2 prove that overall mean score 3.54 and figure 2 represents that mean scores of eleven out of thirteen statements were greater than the criterion mean (3.0), so eleven statements were accepted. The relatively less value of mean score (2.98) were for items number 03 & 12 which show that conversion of Government Schools into English Medium and teaching of Science and Math in English are below criterion mean which affect downbeat students' retention in public school. The highest value of mean score (3.99) was for item 6 which shows that "Fulfillment of basic facilities" affect optimistically students' retention in public school similarly, Special cash prizes for position holders, PEEF Scholarships, Regularization of contract teachers, Exemption from examination fee, Co-curricular competitions among the schools, Workload management of teachers on the basis of enrolment and merit based transfers of teachers are very encouraging PGEIs for students' retention in public school although PGEIs,

provision of lesson plans through DTEs and monthly monitoring of MEAs are below overall mean but essential for students' retention in public school. Nevertheless, except item No.03 and 12, all PGEIs are supportive to enhance students' retention rate in public primary level. The results indicate that educational initiatives affected to enhance students' retention in schools.

Table 4

Factor2.PGEIs for students' retention

Sr. #	Statements	Mean	SD	Rank	Remarks
1.	Exemption from examination fee increased students' retention rate in my school.	3.70	1.11	5	Accepted
2.	PEEF Scholarships are supportive to maintain my students' retention ratio.	3.79	1.11	3	Accepted
3.	Conversion of Govt. Schools into English Medium affected students' retention positively in my school.	2.98	1.39	12	Rejected
4.	Workload management of teachers on the basis of enrolment supported students' retention.	3.59	1.07	7	Accepted
5.	Accountability of head teachers and teachers affected students' retention positively.	3.29	1.21	11	Accepted
6.	Fulfillment of basic facilities affected students' retention positively in my school.	3.99	1.00	1	Accepted
7.	Monthly monitoring of MEAs improved students' retention rate.	3.36	1.34	10	Accepted
8.	Co-curricular competitions among the schools enhance in students' retention.	3.62	1.06	6	Accepted
9.	Provision of lesson plans through DTEs increase in students' retention.	3.51	1.13	9	Accepted
10.	Merit based transfers of teachers resulted in students' retention positively.	3.57	1.08	8	Accepted
11.	Regularization of contract teachers enhanced students' retention in school.	3.77	1.12	4	Accepted
12.	Teaching of Science and Math in English enhanced my students' retention.	2.98	1.38	13	Rejected
13.	Special cash prizes for position holders develop my students' retention.	3.93	1.09	2	Accepted
Note. Criterion Mean=3.0		Overall Mean= 3.54			

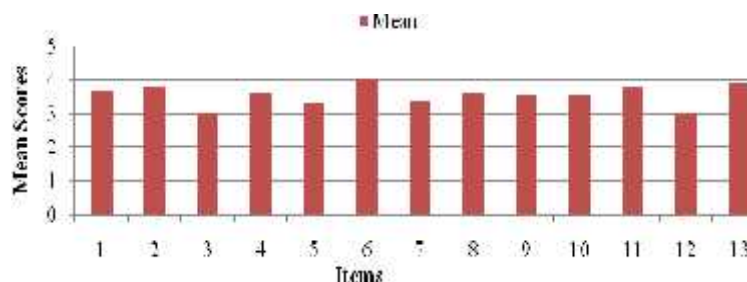


Figure 2: Initiatives for Retention

Factor 2, item 7, monthly monitoring of MEAs improved students' retention rate. This statement finding supports Barber, (2013) finding that under the roadmap program, a significant rise in the number of school visits by monitoring teams has helped to improve student and teacher attendance in the two years that it has been implemented. The roadmap has created a dataset of schools and a monitoring system to jumpstart the Punjab school system into performing better. Better monitoring since the PESRP and Punjab schools roadmap has improved teacher attendance significantly, especially in urban schools.

Factor 2, item 11, Regularization of contract teachers enhanced students' retention in school. This statement finding supports Habib, (2010) that contract teachers generally had a lower status than tenured teachers despite their higher educational qualifications. Contract hiring was given up in 2011, mainly due to political pressure, and all teachers were regularized. Das and Bau (2015), research finding that there was evidence of learning gain from the use of contract teachers, but problems of policy design and implementation—such as frequent resignations by contract teachers and site-specific hiring—made it difficult to sustain the positive effects of the reform, support the PGEIs, “regularization of contract teachers”

Find out the effects of PGEIs on students achievement

Research question What are the effects of PGEIs on pupils' achievement at primary level?

Analysis of teachers' Responses about achievement initiatives

The 3rd factor of the questionnaire was to find out the effects of PGEIs on students' achievement at primary level.

Table 5
Factor 3. PGEIs for students' achievement

Sr. #	Statements	Mean	SD	Rank	Remarks
1.	Recruitment of highly qualified teachers at primary level improves students' achievement.	4.18	0.99	1	Accepted
2.	100% increase in Head Teacher Charge Allowance affected students' performance positively.	3.39	1.20	10	Accepted
3.	Upward mobility package for Primary School Teachers affected students' performance positively.	3.73	1.06	5	Accepted
4.	Up-gradation of Primary School Teachers Scale from grade 7 to 9 affected students' achievement positively.	3.69	1.15	7	Accepted
5.	100% increase in mobility allowance affected students' performance positively.	3.71	1.21	6	Accepted
6.	Performance based incentives inspired teachers to improve students' achievement.	3.89	0.89	3	Accepted
7.	Merit based recruitment of Educators enhanced students' achievement.	4.09	0.98	2	Accepted
8.	Provision of teacher guides by DTEs helped to improve students' achievement.	3.88	1.10	4	Accepted
9.	Regular refresher courses of teachers enhanced students' success level	3.56	1.30	9	Accepted
10.	Compulsory external examination system (PEC) of grade 5 th developed students' achievement.	3.25	1.23	13	Accepted
11.	Introduction of ranking system by DTEs brought positive change in students' performance.	3.31	1.23	12	Accepted
12.	DTEs mentoring are highly useful for students' achievements.	3.61	1.17	8	Accepted
13.	Conducts of Professional development (PD) Days are supportive to manage my students' difficulties.	3.38	1.35	11	Accepted

Note. Criterion Mean=3.0

Overall Mean= 3.67

Table 5 and figure 3 show that overall mean score 3.67 and figure 3 illustrates that mean scores of each of statement was greater than the criterion mean (3.0), so all statements were accepted. The highest value of mean score (4.18) was for item 1 which shows that recruitment of highly qualified teachers at primary level improves students' achievement. Merit based recruitment of Educators, performance based incentives, provision of teacher guides by DTEs, upward mobility package (3 Tier) for PSTs, 100% increase in mobility allowance and up-gradation of PSTs Scale from grade 7

to 9 are very valuable for students' achievement in public school. The relatively less value of overall mean score were compulsory PEC of grade 5th, introduction of ranking system by DTEs, conduct of PD days, 100% increase in Head Teacher Charge Allowance, Regular refresher courses of teachers and DTEs mentoring are also useful for students' achievements in public school however, all PGEIs are supportive to enhance students' achievement in public primary level.

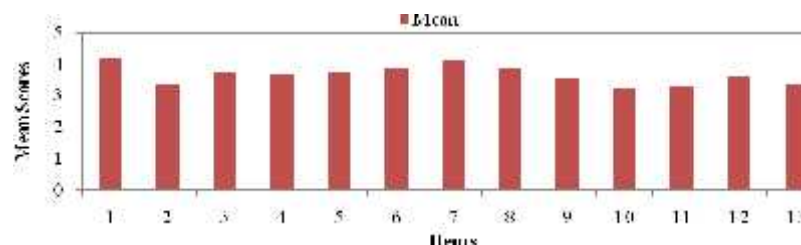


Figure 3: Initiatives for Achievement

Factor 3, item 7, merit based recruitment of Educators enhanced students' achievement. This statement finding supports Kingdon, Aslam, Rawal and Das, (2013), that one positive outcome was that the practice of merit-based hiring has been retained in hiring new teachers. Teachers' role in improving learning in schools is addressed in this initiative.

Factor 3, item 1, recruitment of highly qualified teachers at primary level improves students' achievement. This statement finding supports Darling-Hammond, (2013) that the abolition of training certification such as the PTC in Pakistan has been an important step in removing ineffective training requirements, since the education literature indicates that training of teacher which having PTC in general does not raise student achievement.

Summary of three Factors

Table 6

Summary of three Factors

Item No.	Factors	Mean	Rank
1.	Educational initiatives for students' Enrolment	3.69	1
2.	Educational initiatives for students' Retention rate	3.54	3
3.	Educational initiatives for students' Achievement	3.67	2

Note. Criterion Mean=3.0

Overall Mean= 3.63

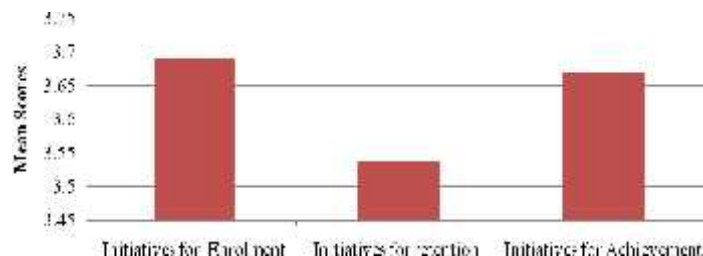


Figure 4: Summary of three Factors

Table 6 and Figure 4 show that PSTs were satisfied with PGEIs for students' Enrolment with combined mean score 3.69 (rank 1), PGEIs for students' Achievement factor with combined mean score 3.67 (rank 2), factor with combined mean score 3.54 (rank 3). It reflects that each factor is very successful for students' enrolment, retention and achievement. It shows that overall mean score is 3.63 and mean scores of each factor is greater than the criterion mean (3.0), consequently, CM of factor 2 is below than overall Mean however, all PGEIs are accepted. It reflects that each factor is very successful for students' enrolment, retention and achievement.

Table 7

Compare of Mianwali Achievement with Punjab: primary level result 2010 - 2015

Year	Registered Pupils	Appeared Pupils	Pass % Mianwali	Pass % Punjab
2015	22711	22034	61.58	59.41
2014	23938	23825	69.84	55.59
2013	24572	23612	56.09	54.06
2012	25845	24147	53.51	57.06
2011	23281	23293	15.89	29.09
2010	24226	23655	25.00	26.23

Table 7 reveals that registered and appeared pupils from the year 2010 to 2014 were almost same but in the year 2015 registered and appeared pupils, and pass percentage were less due to relaxation of private schools from examination of grade 5th, while the pass percentage of the District Mianwali was improving every year and comparatively better from overall the Punjab pass percentage.

The results showed that overall mean score 3.69 were greater than the criterion mean (3.0), so all PGEIs were accepted (Table 3).

The results proved that overall mean score 3.54, represented that mean scores of eleven out of thirteen statements were greater than the criterion mean (3.0), so eleven statements government' retention initiatives were accepted. The relatively less value of mean score (2.98) were for items

number 03 and 12 which showed that conversion of Govt. Schools into English Medium and teaching of Science and Math in English are below criterion mean which affected downbeat students' retention in public school (Table 4).

Results

The results showed that overall mean score 3.67 were greater than the criterion mean (3.0), so all PGEIs were accepted (Table 5).

The results showed that PSTs were satisfied with PGEIs for students' enrolment with combined mean score (CM) 3.69 (rank 1), PGEIs for students' Achievement factor with CM 3.67 (rank 2), PGEIs for students' retention factor with CM 3.54 (rank 3). It reflected that each factor is very successful for students' enrolment, retention, and achievement. It showed that overall mean score is 3.63 and mean scores of each factor was greater than the criterion mean (3.0), so all PGEIs for students were accepted. It reflected that each factor was very successful for students' enrolment, retention, and achievement (Table 6).

Summary of the Findings

It is concluded that PGEIs have improved enrolment, retention, and achievement at primary level. These initiatives support the teachers and the pupils to take interest in educational process to increase 'Quantity and Quality' of the students.

- Firstly, monetary benefits given to pupils are helpful to enhance enrolment, retention, and achievement. Free text books are given to the pupils, pupils were exempted from examination fee and PEEF scholarships, which were given to the pupils extensively, encouraged pupils' enrolment and retention.
- Secondly, the emergency campaign to increase the enrolment of the students, free and compulsory education up to the age of 16 and the slogans of 'Mar Nahi Pyar' and 'Parho Punjab Barho Punjab' motivated the pupils/learners to seek admission in Govt. Primary Schools.
- Thirdly, the teachers were encouraged and satisfied with different incentives and initiatives of the Education Department, which helped to increase the enrolment and retention of the students. The contract teachers were regularized, vacant posts of teachers were filled, transfers of teachers on merit, up gradation of primary school teachers, increase in various allowances and recruitment of highly qualified teachers on merit, widely promoted enrolment, retention and achievement at primary school level.
- Fourthly, a permanent relationship between teachers and administration is developed to establish a comprehensive system for

the guidance and counseling of the teachers. The lesson plans and teachers guides were provided to the teaching staff by the DTE's to improve students' achievement. Regular refresher courses for teachers were conducted to enhance teachers' expertise.

- Fifthly, an atmosphere of competition is started to increase motivation in the students and the teachers. The introduction of ranking system by DTE's brought positive change in students' performance. In the same way, the conducts of PD Days were supportive to manage students' difficulties.
- Sixthly & finally, the accountability of the teachers and head teachers and monthly monitoring of MEA's had greatly improved efficiency of the teachers.

Conclusions

All these measures and initiatives directly and indirectly enhanced enrolment, retention and achievement at primary level. Although the teaching of Science and Math in English and conversion of Govt. Schools into English Medium slightly affected the educational process, yet the other initiatives were more effective and productive to improve enrolment, retention and achievement of the students at primary level.

Recommendations

In the light of the present research and its findings, the following recommendations are made / proposed to further achieve the targets of students' enrolment, retention, and achievement at primary level.

- Medium of curriculum may be optional.
- The effort of DSD for quality of education may be continued and improved.
- Various incentives and rewards may be continued rather enhanced for the students and the teachers, so that both would take keen interest in achieving their task.
- The PEC examination may be compulsory for private sectors. It may boost a healthy and constructive competition between private and public sector.
- The research on the same topic as well as qualitative approach of research may be conducted in other districts of the Punjab to find out effectiveness of Punjab Government's policies regarding student enrolment, retention, and achievement at primary level.

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Citation of this Article:

Abdullah, A., Hussain, S., & Perveen, U. (2017). Effects of Punjab Government's Educational Initiatives on Pupils' Enrolment, Retention and Achievement at Primary Level. *Pakistan Journal of Educational Research and Evaluation*, 2(2), 1-22.