

# A Sociological Analysis of Lack of Stakeholders Participation as a Major Construct of Low Quality Education in Pakistan

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## Abstract:

Stakeholders participation is necessary for the smooth running of education sector as it perks up ownership, build consensus, mobilize the adequate resources and construct institutional capacity. Thus government officials, educational professionals, teachers, parents, local communities and students are the major stakeholders that can increase the quality and relevance of education. Cross sectional survey research design was used by the researcher to assemble the data from N=589 respondents. The researcher used multistage sampling technique to evaluate the relationship among the study variables. Data was analyzed by using SPSS software and One Way ANOVA test was applied to evaluate the difference between four means (n1=217 students, n2= 217 parents, n3=62 teachers and n4= 93 school administrators). The researcher instituted through this research that lack of stakeholders participation is the major underlying principle behind low quality education in Pakistan. Inadequate infrastructural development, cheating in examination, lack of proper management, inadequate commitment and motivation of teachers to their teaching profession as well as parental disinterest in educating their children are the salient factors that lower the participation of stakeholders in education sector of Pakistan. The researcher concluded that inadequate school environment (that do not follow the basic principles of orderliness, punctuality and discipline), lack of consciousness about the importance of quality education, derisory pre-service teachers training and improper knowledge of teachers about the subject matter are the foremost dynamics that have negative impact on enrollment rate of the students. Improvement in school administration, reformations in existing educational plans, adequate accountability system, curriculum reformations and increasing the quality of education are the major reformations that can increase the stakeholders participation in education sector of Pakistan.

**Key words:** Stakeholders, ownership, institutional capacity, government officials, administration, accountability.

## Introduction:

Education contributes a lot in socio-economic development of the country. Education plays a vital role in poverty reduction, income generation, financial improvement and overall well being of the individuals (Akram and Khan, 2007; Kazmi, 2005; Rowlands, 1995; Sattar, 2012). Education is the basic human right that provides the means for development of nations. History has witnessed that no nation has been able to accelerate in terms of development process without bearing in mind this aim as prerequisite. In addition to this education is the fundamental tool for mobilizing the adequate human resources (Hannuman and Buchmann, 2005; Kingdon and Soderborn, 2007; Shami, et al. 2005; Sattar, et al. 2011; Sattar, 2012). Education is the most important asset that empowers the people who are excluded from the decision making process. Education expansion improves the economic welfare, reduces income inequalities, ensure demographic benefits, guarantee economic security and bring democratization. There are numerous indicators for quality of education and they include access, outcome, relevance, observance, content, processes, learners and instructors (UNICEF, 2000; UNISCO, 2005).

Since the inception of Pakistan the governments are not fully committed to provide quality education to the masses. Therefore the literacy rate of Pakistan is very low and the survival rate is also dejected. In Pakistan the dropout rate is 31.1% at the primary level, 30% at middle level and 45% at secondary level (Ampiah and Adu-Yeboah, 2009; UNESCO, 2006; UNESCO, 2010). The indicators for low quality education in Pakistan are high cost of education, high population growth rate, inadequate planning, poor monitoring system and decrease in budget allocation by the government at national levels (Carlson, 2000; Government of Pakistan, 2004; 2005; Opore, 1999; Scharff, 2007; UNESCO, 2005). Each year of the primary education increases the productivity from 10% to 30%. Quality education is not one way process but it necessitates several other things that include learner's confidence and enhanced life skills (Elmore, 2002; Eshiwani, 1983; Saleem, 2002). But due to certain factors the quality of education is affected. These factors have unconstructive influence on school environment and learning process. Particularly when schools lack the basic educational facilities then quality of education has been affected. In addition to this family income, family education and their type of labor activity are also the

imperative factors that have significant impact on enrollment rate of students in schools (Government of Pakistan and UNESCO, 2003; Government of Pakistan, 2004; Orazem and Victoria, 2004).

Stakeholders participation is very important for the purpose of increasing the literacy rate of Pakistan. But there are many factors that affect the enrollment rate of the students. Especially when parents, students, teachers, school administration and policy makers are not contributing their efforts in an adequate way then this leads towards low quality education and low literacy rate of Pakistan. Thus adequate participation of the stakeholders is the ultimate prerequisite for attainment of high literacy rate. In addition to this learning programmes must ensure the sustainability of the projects by the active participation of the stakeholders. Thus students participation increase the attendance rate and learning achievement that results in quality education (The World Bank, 1996). Therefore the stakeholders participation can be improved by various decentralization programs that focused on management system and institutional reforms (Fizbein, 2002; Macjessie, 2002). Thus it is evident that teachers, parents, students and administrative staff of the school are the major pillars and the most important stakeholders in education sector of Pakistan. One of the most noteworthy stakeholders that can ensure the quality of teaching and learning process is teachers. Teachers have various qualities that prove them to be an effective teacher. These qualities comprises of 1) Ability of the teachers to motivate the students towards high academic achievement 2) Classroom management 3) Ability to create positive learning environment in classrooms 4) Adequate teaching skills 5) Expert in curriculum assessment 6) Focus on encouraging self regulation and 7) Ways of teaching that can enhance the students competence (Bhar and Ganihar, 2006; Carnoy, 1999).

There are many factors that contribute to low quality education in Pakistan and they include inadequate learning, weak monitoring and accountability system, high turnover rate of teachers, lack of teachers motivation, large workload, teachers absenteeism and inadequate motivation of parents to educate their children. Improving the quality of education is the global agenda at all educational levels. Improvement in quality of education totally depends upon the nexus of teaching and learning (Sathar & Lloyd, 1994). Quality education can only be attained by focusing on cognitive abilities and learning progression. There are many factors that play a fundamental role in determining the quality of education and they include pupils, teachers, administrative staff and community participation (Eshiwani, 1983; Maiyo & Ashioya, 2009; Sathar & Lloyd, 1994). There are many efforts put by the government to increase the literacy rate of Pakistan but various factors like poverty and low quality teaching becomes the major hurdle in universalization of primary education in Pakistan. Quality of education and high enrollment rate are directly proportional to each other therefore the government should endeavor to accelerate and enhance the quality of education (Bilquees & Saqib, 2004; Government of Pakistan, 2005; 2009; Saadi & Saeed, 2010).

There are limited learning opportunities in schools due to low quality education. The major reason behind this is availability of insufficient learning materials and non-qualified teachers. Thus the students are unable to adapt towards new education system. As a result students have low enrollment rate or if they enrolled in schools then due to certain factors they dropout from school. The major factor that is responsible for dropout rate of students from schools is low quality education (Edwards, 1995; World Bank, 2003). National Education Policy addresses various barriers that the education system of Pakistan is facing as well as the policy actions that should be taken to address these issues. The stumbling blocks to low literacy rate are social taboos, poverty, child labor, illiteracy of parents, institutional weakness and outfitted policies of education to the local conditions. At the provisional level there is lack of uniformity in the existing structures. Direct, indirect and opportunity cost of schooling, poor quality education, inadequate skill acquisition, inappropriate medium of instruction, teachers absenteeism and high dropout rate are the major factors affecting the quality of education. Although boys and girls are both the victim of dropping out from school due to low quality education but girls are more prone towards this. There are other factors also that causes high dropout rates and they are low enrollment rate and temporary withdrawals from school (Ananga, 2010; Maiyo & Ashioya, 2009; Ubogu, 2004).

Education plays a fundamental role in perusing national goals and ideological development. High quality education plays a momentous role in increasing productivity and efficiency of students. There are many factors that contribute to low quality education due to inadequate participation of the stakeholders in education sector of Pakistan. These factors are terrorism, sectarianism, lack of awareness and illiteracy etc (Government of Pakistan, 2005; MacJessie, 2002; Saadi & Saeed, 2010). There are numerous factors that contribute towards high dropout rate of students due to low quality education. These factors include expensive education, distance from school, teachers discourteous behavior (especially in government schools), lack of parental interest in educating their children, inadequate curriculum, poverty and non-availability of infrastructural facilities etc. High quality of primary education is necessary for the development of the country. Although there are many policies that focuses on increasing the education quality in Pakistan but these policies cannot achieve their targets in the due time span. In this regard Education for All (EFA) focuses on the achievement of Universal Primary Education (UPE). On the other hand Ten Year Perspective Development Plan (2001-2011) focuses on socio-economic development at the macro-level by increasing the quality of education at the primary level (Education Sector

Reforms, 2007; Government of Pakistan, 2005; Ministry of Education, 2006). Pakistan has one of the highest dropout rates due to low quality education. High dropout rate in Pakistan is actually the wastage of intellectual property and this is controversial nowadays. Although planners and policy makers have greater concern about the quality of education but they are not successful in attaining this target (Bilquees & Saqib 2004; Government of Pakistan, 2009; Government of Punjab, 2007).

Inadequate infrastructural development, inappropriate school leadership and inadequate school environment (that do not follow the basic principles of orderliness, punctuality and discipline etc) are the major factors that lower the participation of the school administration in contributing their efforts for increasing the quality of education. On the other hand inadequate pre-service training, improper knowledge of teachers about the subject matter, low level of teachers motivation, and lack of professionalism and dedication of teachers to their teaching profession are the major factors that results in low participation of the teachers (as stakeholders) in education sector of Pakistan. In addition to this inadequate official timings for learning as well as teachers and students absenteeism are the most important learning time constraints that are affecting the stakeholders participation in education sector of Pakistan. Improper school participation, lack of assessment and improper feedback to parents are the factors that are related with school and have negative impact on literacy rate of Pakistan. Other factors that lower the stakeholders participation in education sector of Pakistan are 1) Defective curriculum 2) Ineffective evaluation system 3) Weak inspection system 4) Availability of inadequate instructional materials and 5) Outdated teaching methods. Thus ineffective administration, non-flexible curriculum and obstinate teaching methods are the major factors that are the rationals behind low quality education (Faizi, et al, 2011; Fizbein, 2002; Tiwari, 2006).

### **Research methodology:**

The present research was deliberated to investigate the major factors that lower the participation of stakeholders in education sector of Pakistan. Although ample researches have been premeditated to appraise the major causes of low literacy rate in Pakistan but the major focus of these researches were to evaluate the responses from only students, government officials, administrative staff, parents or teachers but this research is unique because it evaluated the responses of four major stakeholders of education sector i.e. parents, teachers, students and school administrators (in one research project). Quantitative research design was used by the researcher to demonstrate the liaison among the dependant and independent variables by addressing the following research objectives in the present study:

1. What is the significance of education for the process of development?
2. How stakeholders are recognized as the foremost pillars of education sector?
3. How the quality of education is necessary for the smooth running of education sector?
4. How stakeholders participation is necessary for augmenting the quality of education and literacy rate of Pakistan?
5. What are the factors that lower the participation of the stakeholders in education sector of Pakistan? To what extent these factors have an impact on lowering the quality of education in Pakistan?
6. What are the major remedies that should be espoused to overcome the issue of inadequate stakeholders participation as a major construct of low quality education?

Survey method was used by the researcher to analyze the numerical data. The researcher selected all the affiliated schools of Multan district as universe. The list of the affiliated schools was taken from the EDO of the specified area. The target population of the present study was the senior most students (of 10<sup>th</sup> grade) and senior most teachers of the selected school. In addition to this the single parental category (father) of the selected student was interviewed for the purpose of data collection. Father category was selected due to the fact that the major decision making power about the enrollment or dropout of the students belong to fathers. Therefore they play an imperative role in fluctuating the literacy rate of Pakistan. Alternatively the officials of the school administration like clerks, examination in charge, library head and lab attendant were also interviewed to evaluate the responses. Thus four major stakeholders were interviewed for the purpose of data collection.

1. Teachers= Senior most teachers (Principal and Vice Principal) and in some cases teacher in charge of the class were selected.
2. Parents= Single parental category (father) was selected due to rigid and patriarchal setup of the study area.
3. Students= Senior most students of the grade 10<sup>th</sup> were selected that have some awareness about the current pathetic situation of low quality education in Pakistan.
4. School administration= Clerks for fee collection, examination in charge, lab attendant, library head and in some cases management staff were also interviewed.

The researcher used interview schedule as a tool for data collection process. As the parents were unable to fulfill the questionnaire (because some parents were illiterate) therefore a uniform interview schedule was

used for the purpose of data collection. The data was collected from 31 affiliated schools of Multan district out of 306 schools. As the researcher has an easy access to lists of these schools therefore the researcher selected the schools through systematic sampling technique in which every 10<sup>th</sup> school was opted from the list. Afterward the researcher selected the major stakeholders of the schools. First of all the researcher went to every school and gathered the lists of enrolled students, teaching staff, home addresses of the students and administrative staff. The researcher selected 6-9 students through simple random sampling technique from the senior most class (depending upon the size of class). Thus 217 students were selected for the purpose of data collection through simple random sampling technique. Afterward the researcher went to the homes of the students (as home addresses were available from the administrative staff). Then the researcher interviewed fathers of the students being interviewed. Subsequently the researcher selected 2 senior most teachers of the school. By and large the principal and vice principal of the school were selected but in case of some private schools teacher in charge was interviewed in the absence of principal or vice principal. Overall 62 teachers were interviewed. Then the researcher interviewed the available clerks (3 on average= 93 respondents) through convenient sampling technique. The major purpose behind usage of convenient sampling technique was that the administrative system in each school varies therefore the available management staff was interviewed. Subsequently the researcher analyzed the data through SPSS (version 17) and then applied ANOVA test to evaluate the difference between four means. The formula for one way ANOVA is as follows:

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

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

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

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

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

- x = individual observation
- r = number of groups
- N = total number of observations (all groups)
- n = number of observations in group

**Results and Discussion:**

**Table No. 1**

**Percentage distribution of respondents with respect to factors affecting the lack of teachers participation (as stakeholders) in education sector of Pakistan.**

Factors related with lack of teachers participation (as stakeholders)	Stakeholders	Agreed Percentage of stakeholders
Gender discrimination with female teachers appointment	Teachers	31%
	Parents	66.4%
	Students	75.8%
	Administration	24.5%
Teachers absenteeism	Teachers	47%
	Parents	58.5%
	Students	81.3%
	Administration	37.5%
Lack of qualified teachers	Teachers	35.5%
	Parents	52%
	Students	67%
	Administration	44%
Lack of commitment and motivation of teachers to their teaching profession	Teachers	57%
	Parents	73.5%
	Students	84.4%
	Administration	59%
Physical violence of the teachers on students	Teachers	19%
	Parents	68%
	Students	73%
	Administration	44.5%
Usage of obsolete teaching methodologies by the teachers	Teachers	46%
	Parents	79%
	Students	86.1%
	Administration	63%

**H1:** Teachers absenteeism is the major factor that lowers their participation as stakeholders in education sector of Pakistan.

Source	DF	SS	MS	F	P		
Factor	2	231.91	115.95			55.77	0.000
Error	597	1245.71	2.09				
Total	599	1477.62					

**H2:** Lack of commitment and motivation of teachers is the major factor that has significant impact on literacy rate of Pakistan.

Source	DF	SS	MS	F	P		
Factor	2	188.49	94.25			49.67	0.000
Error	597	1132.78	1.90				
Total	599	1321.27					

**H2:** Usage of obsolete teaching methodologies by the teachers is the major factor that lowers the quality of education.

Source	DF	SS	MS	F	P		
Factor	2	16.41	8.21			5.38	0.005
Error	597	910.91	1.53				
Total	599	927.32					



### Discussion:

Table no.1 depicts that there are assorted factors that are affecting the teachers participation as stakeholders in education sector of Pakistan. Although there are numerous factors that are responsible for this issue but some of the worth mentioning factors are teachers absenteeism, weak teachers performance, lack of qualified teachers, lack of commitment and motivation of teachers to their teaching profession, physical violence of the teachers on students, usage of obsolete teaching methodologies by the teachers and teachers opposition to educational reforms (Addy, 2008; Gropella, 2005; Qureshi, 2004; Sattar, 2012). Women have to face the challenges regarding gender discrimination in every field especially in Pakistan. Not only the female students have to face the gender disparity but also the female teachers have to countenance gender discrimination in their teaching profession. Female teachers are discriminated in job attainment and male teachers are preferred over female teachers. Lack of female teachers is the major factor that lowers the female teachers participation as the major stakeholders in education sector of Pakistan. On the top of it traditional values in Pakistani society prefer girls education through the female teachers. Therefore the enrollment rate of students especially girls becomes low. Thus 31% teachers, 66.4% parents, 75.8% students and 24.5% school administration agreed on this stance that gender bias for female teachers appointment is the major societal barrier in education sector of Pakistan that demotivates the teachers towards their teaching profession (Cunha, et al. 2006).

In the rural areas the foremost factor related with lack of teachers participation to educational reforms is teachers absenteeism especially in public schools. The major reason behind this is inadequate incentives given to the teachers and weak monitoring system that strictly identify the flaws in education system (Chapman, 2002; Clotfelter, et al. 2008; Duflo and Hanna, 2005; Ehrenberg, et al. 1991). Without teacher there is no concept of class therefore the students get burdened with course work and also they have weak conceptualization about the certain course contents. Moreover 47% teachers, 58.5% parents, 81.3% students and 37.5% school administration agreed that teachers absenteeism is the major cause of low enrollment and high dropout rate of the students.

[**H1: Teachers absenteeism is the major factor that lowers their participation as stakeholders in education sector of Pakistan** (Factor values between the sample means)  $Df=2$ ,  $SS=231.91$ ,  $MS=115.95$ . (Error values within the sample means)  $Df=597$ ,  $SS=1245.71$ ,  $MS=2.09$  ( $F=55.77$ ) ( $p=0.000$ )].

When teachers are not educated up to an adequate level then they cannot teach the students on the quality standards. The major objective of education is to prepare the students up to the mark for construction of modern knowledge based society. For that reason the teachers must be qualified up to an adequate level so that they can teach the students and induce subterranean and analytical thinking among them. Thus lack of qualified teachers is the major factor that lowers the literacy rate and quality of education in Pakistan. The above mentioned table depicts the stance of the four foremost stakeholders in education sector of Pakistan. Consequently 35.5% teachers, 52% parents, 67% students and 44% school administration agreed that lack of qualified teachers has negative effect on quality education of students (Sattar, 2012; World Development Indicators, 2007).

There are various factors associated with low level of teachers performance in education sector. These factors include various transport issues with the teachers, inadequate qualification of the teachers, communication problems and rigid school discipline in some cases. The major outcome of various factors related with lack of teachers participation is that teachers are less prepared for the lectures in the class. In addition to this the management system of the class gets agitated due to weak teachers performance. Teachers are also deprived of various advantages that contribute to low motivation and dedication to their teaching profession. These dynamics are lack of incentives for the teachers (like low teachers salaries), teachers opposition to reforms, weak monitoring system, gender discrimination with teachers appointment, fragmented teachers training and dissatisfaction of the teachers on various issues of school discipline (Human Development Report, 2007; Khan, 2002; Khan, 2003; Ornstein and Levine, 2008; Sattar, 2012). Sometimes teachers are not fully motivated and committed to their profession. There are countless reasons for this issue like inadequate incentives and lack of future economic security for the teachers. When government allocates low budget for education sector then teachers are the major stakeholders that become the victim of this decision. Therefore they do not take much interest in quality teaching. Lack of commitment and motivation of teachers to their teaching profession is the major barrier in education sector. Education system of poor quality may be one of most important rationales why poor countries like Pakistan do not develop. There are countless barriers regarding teaching profession in education sector like lack of trained teachers, deficiency of proper teaching materials and lack of pre-service training (Sattar, et al. 2011; Sattar, 2012). Other barriers are acute dearth of teachers, low level of qualified teachers, lack of passably trained master trainers, little emphasize on teaching practice, non-existence of proper monitoring system for teachers, teachers appointment is subject to local interest groups seeking to place teachers of their own choice within this consistency, level of teachers absenteeism, low salaries of teachers and poor quality of teaching (Darling, 2006; Memon, 2007; Sarwar and Hussain, 2010).

Teachers performance depends upon the teachers motivation and decline to their teaching profession.

Teaching in primary schools is a sensitive job. For that reason teachers in primary schools suffer from low motivation and commitment. The researcher is interested in demonstrating the motivation of the teachers as an instigate force for their goal directed behavior. The major causes of low level of commitment and perseverance of teachers to education sector are several. One of the major causes is lack of rewards and punishment which arises due to inadequate monitoring system for the teachers (Bhatti, et al. 2012; Garrett, 1999). On the other hand other causes are low paid teachers and lack of economic security for the teachers. If the teachers are fully motivated and committed to their teaching profession then obviously the learning outcomes of the students can be increased. Thus lack of teachers commitment and dedication to their teaching profession have adverse affects on teachers attributes, teachers punctuality, work style, personality and student teacher relationship (Bennell and Mukynuzi, 2005; Chaudhry, et al. 2004; Garrett, 1999; Haq and Islam, 2005). Thus it is evident from the above mentioned table that 57% teachers, 73.5% parents, 84.4% students and 59% school administration agreed that lack of commitment and motivation of teachers is the major barrier in attaining high quality education for the students.

**[H2: Lack of commitment and motivation of teachers is the major factor that has significant impact on literacy rate of Pakistan.** (Factor values between the sample means) Df=2, SS=188.49, MS=94.25. (Error values within the sample means) Df=597, SS=1132.78, MS=1.90 (F=49.67) ( $p=0.000$ )].

When teachers are not given adequate facilities and good environment of teaching then they do not take interest in educating their students. In Pakistan the teachers are not adequately trained about the treatment with students. They focus on the traditional teaching methods of memorizing and hard work. When students are unable to follow these patterns then teachers use various techniques of punishment for the students. Although teachers should use the mixture of punishment and incentives strategies so that students can fully concentrate on their studies but teachers only focus on corporal punishment especially in government schools. The incidents of physical violence on the students are more common in government schools than in private schools. Therefore due to trepidation of punishment the students avoid attending schools that leads towards absenteeism of the students and their poor grades (Bhar and Ganihar, 2006; Sarwar and Hussain, 2010). The table shows that 19% teachers, 68% parents, 73% students and 44.5% school administration agreed that fear of physical punishment from teachers is the major cause of high dropout rates of the students. The respondents agreed that teachers are themselves weak in lesson planning, answering the questions as well as management of classroom environment. Therefore in order to hide their weakness they use physical violence on the students to demonstrate their authority. There are various factors that results in low quality education in Pakistan.

In Pakistan especially in government schools the teachers exclusively concentrate on using obsolete teaching methodologies. Therefore the education system does not follow the trends of international educational standards. The teachers fully concentrate on memorizing and repetition without any conceptualization. Even the teachers have not sufficient insight about the particular concepts of the course contents. Therefore the usage of obsolete teaching methodologies is the major factor due to which the teachers as stakeholders cannot adequately contribute their efforts to develop and ascertain the education system of Pakistan. Thus 46% teachers, 79% parents, 86.1% students and 63% school administration agreed that usage of obsolete teaching methodologies is the major factor that lowers the quality of education. The competency of the teachers can be enhanced by the extent of their knowledge. Quality of teachers education is the major factor that can promote and renovate the education system of Pakistan. Thus the teachers should use direct contemporary teaching methods such as direct instruction, cooperative learning, group work and problem solving strategy. Other major factor related with low quality education is lack of qualified teachers (Dart, 2003; Dillon, 1994; Killen, 2003; Sattar, 2012).

**[H3: Usage of obsolete teaching methodologies by the teachers is the major factor that lowers the quality of education.** (Factor values between the sample means) Df=2, SS=16.41, MS=8.21. (Error values within the sample means) Df=597, SS=910.91, MS=1.53 (F=5.38) ( $p=0.005$ )].

**Table No. 2**  
**Percentage distribution of respondents with respect to factors related with lack of students participation (as stakeholders) in education sector of Pakistan.**

Factors related with lack of students participation (as stakeholders)	Stakeholders	Agreed Percentage of stakeholders
Cheating in examinations	Teachers	84%
	Parents	65.6%
	Students	41%
	Administration	28.5%
Cramming among the students	Teachers	71%
	Parents	62%
	Students	45.8%
	Administration	55.5%
Lack of dedication to their studies	Teachers	65%
	Parents	74.5%
	Students	31%
	Administration	67.5%
Students absenteeism	Teachers	81%
	Parents	66.4%
	Students	51%
	Administration	45.5%
Poor school performance	Teachers	70%
	Parents	61.3%
	Students	32%
	Administration	72.5%

**H1:** Cheating in examination is the major factor that lowers the participation of the students (as stakeholders) in education sector of Pakistan.

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

**H2:** Lack of students dedication to studies is the major factor that lowers the students participation (as stakeholders) in education sector of Pakistan.

Source	DF	SS	MS	F	P
Factor	2	47.85	23.93		
Error	597	897.74	1.50		
Total	599	945.59			

**H3:** Students absenteeism is the major rationale behind inadequate students participation in education sector of Pakistan.

Source	DF	SS	MS	F	P
Factor	2	265.57	132.78		
Error	597	1107.09	2.01		
Total	599	1462.66			

**Discussion:**

Table no. 2 depicts that there are many barriers related with students that decelerate the process of development in education sector of Pakistan. They include students educational background, cheating in examinations, cramming, lack of dedication and weak conceptualization among the students. Teachers usually judge the students on the base of their past educational performance. This is not a good judgment. It may happen that student work hard and improve his competencies in later years of his educational carrier (Dart, 2003; Killan, 2003; Sattar, 2012). Other major factor is educational competencies of the students. This includes intelligence of the students as well as their deep understanding about the particular lesson content. Student competencies have positive impact on grade attainment of students.

Poor learning habit causes grade failure, grade repetition, drop out from school, absenteeism of students and low quality education. As a result of this the students strive to pass a particular grade and thus they engage in



cheating in examinations. Cheating in examinations and cramming are the major factors related with lack of students participation as major stakeholders in education sector of Pakistan. These are the shortcuts adopted by the students. Cheating is the dishonest behavior exhibited by the students during examinations. Although with the passage of time public and private schools increases day by day but due to weak monitoring system the dishonest behavior of the students (like cheating) also increases that have off-putting impact on creativity and conceptualization of the students (Grimes, 2004; and Lawson, 2004). The tendency of engaging in the dishonest behavior of cheating is related with age and gender. Thus male students are more prone towards cheating than female students. On the other hand young students are more prone to engage in cheating than older students. In this way students who are intelligent and have good academic grades are less likely to engage in cheating as compared to the students who have weak academic grades (Lawson, 2004; Nasir and Aslam, 2010). These activities do not require deep conceptualization. The students who have weak self concept engage in such activities. Self perception plays a deep-seated role in the emergence of motivation in students. If students perceive that they are not talented, they are more likely to slot in such activities like cheating and cramming that do not demand critical thinking, time management and hard work. Students who perceive them as talented have confidence on their cognitive and functional abilities. They use them to produce positive results though high motivation and hard work. The table illustrates that 84% teachers, 65.6% parents, 41% students and 28.5% school administration agreed that cheating in examinations is the major barrier in attaining quality education among students. While 71% teachers, 62% parents, 45.8% students and 55.5% school administration agreed that cramming is the major cause of weak conceptualization and lack of critical thinking among the students (Sattar, et al. 2011; Sattar, 2012). Conversely school environment and the behavior of the teachers are also the important factors that verify the extent of students academic achievements. But the enforcement of physical violence by the teachers on students is the major factor that lowers the students participation in education sector. Thus these students get absent from the schools resulting in low grades of the students and eventually these students dropout from school. Students absenteeism is the major factor that have off-putting impact on their grades (Kearney, 2008; Malcolm, et al. 2003; Miguel and Kremer, 2004).

**[H1: Cheating in examination in the major factor that lowers the participation of the students (as stakeholders) in education sector of Pakistan.** (Factor values between the sample means) Df=2, SS=153.80, MS=76.90. (Error values within the sample means) Df=597, SS=1484.97, MS=2.49 (F=30.92) ( $p=0.000$ ).

Students are the most important pillar of education sector but they do not participate in restructuring the education sector. All the above revealed factors results in lack of dedication of the students to their studies which becomes the major factor for low literacy rate of Pakistan. The major causes of this lack of dedication is low socio-economic status of their parents, unadventurous thinking of the parents about their children education, lack of school management, lack of school infrastructure and physical violence on the students. Thus 65% teachers, 74.5% parents, 31% students and 67.5% school administration argued that lack of students dedication to their studies is the major factor that is held responsible for lack of students participation as stakeholders in education sector of Pakistan.

**[H2: Lack of students dedication to studies is the major factor that lowers the students participation (as stakeholders) in education sector of Pakistan.** (Factor values between the sample means) Df=2, SS=47.85, MS=23.93, (Error values within the sample means) Df=597, SS=897.74, MS=1.50 (F=15.91) ( $p=0.000$ ).

Factors such as infrastructure development, curriculum reformations, teachers dedication and cooperative behavior of the school administration determines the extent of school attendance of the students (Dilshad, 2010; Gropella, 2005). Students absenteeism is due to many factors that have negative impact on grade attainment of the students. These factors include:

1. Influence of peer group towards extracurricular activities.
2. Teachers biased behavior towards students.
3. Inadequate delivery of curriculum contents.
4. Family dilemmas that include parents attitude and various domestic problems.
5. Difficulties faced by the pupils in learning especially in classroom context.
6. Various health related issues faced by the students.

Thus it is evident from the above mentioned table that 81% teachers, 66.4% parents, 51% students and 45.5% school administration agreed that students absenteeism is the major factor that lowers the students participation as the major stakeholders in education sector of Pakistan.

**[H3: Students absenteeism is the major rationale behind inadequate students participation in education sector of Pakistan.** (Factor values between the sample means) Df=2, SS=265.57, MS=132.78, (Error values within the sample means) Df=597, SS=1107.09, MS=2.01 (F=66.22) ( $p=0.000$ ).

There are many factors that are allied with poor school performance of the students. These factors consist of health problems of the students, below average intelligence, learning disabilities and various emotional problems. There are also many supply and demand side factors that are accountable for poor school performance

of students. Child labor, cost of schooling and parental disinterest in educating their children are the major factors that lowers the dedication of the students in education sector. Alternatively other major factors are teachers absenteeism, lack of monitoring system and incongruous sanctions for the teachers absenteeism. Thus teachers absenteeism have greater impact on students grade attainment and their dropout rates (Chapman, 1994; Hopkins, 1987). Thus the above mentioned table demonstrates that 70% teachers, 61.3% parents, 32% students and 72.5% school administration agreed that poor school performance of the students is the major factor that lowers their participation (as stakeholders) in education sector of Pakistan.

**Table No. 3**  
**Percentage distribution of respondents with respect to factors related with inadequate parental participation (as stakeholders) in education sector of Pakistan.**

Factors related with lack of parental participation (as stakeholders)	Stakeholders	Agreed Percentage of stakeholders			
Low parental education	Teachers	77%			
	Parents	61.1%			
	Students	68.5%			
	Administration	72%			
Low socio-economic status of the parents	Teachers	71%			
	Parents	45.5%			
	Students	63.3%			
	Administration	70%			
Parental disinterest in educating their children	Teachers	70%			
	Parents	61%			
	Students	85.5%			
	Administration	63%			
Biased household school choice for girls	Teachers	61.4%			
	Parents	12.5%			
	Students	71.4%			
	Administration	69%			
Dropout from school for the purpose of child labor	Teachers	64%			
	Parents	7%			
	Students	74.8%			
	Administration	76.5%			
<b>H1: Low parental education is the major factors that lowers the participation of the parents (as stakeholders) in education sector of Pakistan.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 33.94	<b>P</b> 0.000
<b>Factor</b>	2	143.68	71.54		
<b>Error</b>	597	1258.31	2.11		
<b>Total</b>	599	1401.39			
<b>H2: Low socio-economic status of the parents is the major determinant of low enrollment rate of their children.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 5.93	<b>P</b> 0.003
<b>Factor</b>	2	17.91	8.96		
<b>Error</b>	597	901.35	1.51		
<b>Total</b>	599	919.26			
<b>H3: Biased household school choice for girls is the major determinant of low literacy rate for girls.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 5.47	<b>P</b> 0.004
<b>Factor</b>	2	17.77	8.89		
<b>Error</b>	597	970.35	1.63		
<b>Total</b>	599	988.12			

## Discussion:

Table no. 3 demonstrated the major factors related with parents that become the hurdle in the development of education sector in Pakistan. These factors include low socio-economic status of the parents, low parental education, lack of parental awareness about the significance of formal education, biased household school choice for girls and parental disinterest in educating their children (Gropella, 2005). When parents have good education quality then they can understand the importance of education and enroll their children in school. But mostly the parents are illiterate or literate up to the primary level consequently they prefer to educate their children up to primary level or even do not enroll their children to school. Thus it is evident from the above mentioned table that 77% teachers, 61.1% parents, 68.5% students and 72% school administration agreed that low parental education is the major factor that causes low enrollment and high dropout rate of the students from school.

[H1: Low parental education is the major factor that lowers the participation of the parents (as stakeholders) in education sector of Pakistan. (Factor values between the sample means)  $Df=2$ ,  $SS=143.68$ ,  $MS=71.54$ , (Error values within the sample means)  $Df=597$ ,  $SS=1258.31$ ,  $MS=2.11$  ( $F=33.94$ ) ( $p=0.000$ )].

The major factor in this regard is squat socio-economic status of the parents who do not afford the educational expenses of their children. They engage their children in household works. Sometimes if the children are enrolled in schools then they drop out due to poor attention of the parents to their studies and due to their low socio-economic status (Ornstein and Levine, 2008). Poor parents do not afford the school expenses and thus prefer not to send their children to school. Thus family income and probability of schooling are interrelated to each other because school fees and other expenditures narrated to school are only affordable by small population (Behraman and Knowles, 1999; UNESCO, 2000). Parents do not afford school fees and other school expenditures therefore the students drop out from school. Thus low parental education and low socio-economic status of parents are the major causes of their inadequate participation for the purpose of education sector reformations. Thus 71% teachers, 45.5% parents, 63.3% students and 70% school administration agreed that low socio-economic status of the parents is the major factor that lowers the parental participation in education sector of Pakistan. For that reason the researcher found that academic performance of the students depends largely on the home environment. This environment encompasses of behavior of the parents, and their socio-economic status that have imperative impact on grade attainment of the students.

[H2: Low socio-economic status of the parents is the major determinant of low enrollment rate of their children. (Factor values between the sample means)  $Df=2$ ,  $SS=17.91$ ,  $MS=8.96$ , (Error values within the sample means)  $Df=597$ ,  $SS=901.35$ ,  $MS=1.51$  ( $F=5.93$ ) ( $p=0.003$ )].

Parents have little awareness about the importance of education therefore they take little interest in educating their children. Parents prefer their children to do some work whether intrahousehold or extrahousehold. This parental disinterest in education of their children is more inclined towards girls education than boys education. Thus parents mostly prefer boys education over girls education. The table illustrates that 70% teachers, 61% parents, 85.5% students and 63% school administration agreed that parental disinterest in educating their children is the salient obstruction related with low quality education of their children. When the parents have to opt between girl and boy education they always prefer boys education over girls education whether it may be the financial issue or some other household matter. There are factors related with lower rate of returns of girls like socio-cultural issue, early marriages, some rigid social and cultural values as well as expectations with the girls to do household chores as first precedence (Addy, 2008). The educational returns of the boys education are expected to be more as compared to girls education. Gender discrimination also prevails in this area because the quality of girls education in schools is the important feature that influences the decision making of the parents to enroll their girls to school but for boys quality does not matter because the parents are already more focused on boys education than girls education (Lloyd, et al. 2005). Private retunes to education are lower for the girls due to many factors such as gender discrimination, schooling quality, poor families and types of jobs available after primary schooling (Tembon and Fort, 2008). The table shows that 61.4% teachers, 12.5% parents, 71.4% students and 69% school administration agreed that parental biasness about girls education is the major cause of low enrollment rate of girls in education sector of Pakistan. Females are not only underprivileged of their indispensable educational right but they have to do the household chores. Although different policies has been made to abolish gender discrimination but mostly they are quantitative rather than qualitative and they concentrate on the issues like family earnings, safe travelling, legal frameworks, high expectations related with girls education, lack of prospect structures for girls education and rigid cultural norms attached with girls education.

[H3: Biased household school choice for girls is the major determinant of low literacy rate for girls. (Factor values between the sample means)  $Df=2$ ,  $SS=17.77$ ,  $MS=8.89$ , (Error values within the sample means)  $Df=597$ ,  $SS=970.35$ ,  $MS=1.63$  ( $F=5.47$ ) ( $p=0.004$ )].

The most important cause of low enrollment rate of students especially girls in schools is child labor. Parents do not afford the school expenses and thus they would like to increase their living standards by engaging

their children in child labor. Girls are mostly expected to do household chores and thus they engaged in intrahousehold child labor while the boys are engaged in extrahousehold child labor. The major reason behind this is low socio economic status of the parents that forces their children to dropout from school and work for their families. The other reason is lack of parental awareness about the advantages of formal education. Thus the above mentioned table demonstrated this fact that 64% teachers, 7% parents, 74.8% students and 76.5% school administration agreed on this fact that drop out from school due to intrahousehold and extrahousehold child labor are the major factors that lowers the parental participation (to increase the enrollment rate of students) as major stakeholders of education sector.

**Table No. 4**  
**Percentage distribution of respondents with respect to lack of school administration participation (as stakeholders) as a major construct of low literacy rate in education sector of Pakistan.**

Factors related with low participation of school administration (as stakeholders)	Stakeholders	Agreed Percentage of stakeholders			
Poor school management	Teachers	43%			
	Parents	61%			
	Students	67.5%			
	Administration	24.5%			
Inadequate provision of instructional materials	Teachers	26%			
	Parents	37.5%			
	Students	64.8%			
	Administration	14%			
Inadequate monitoring system for the teachers and students	Teachers	7.5%			
	Parents	65%			
	Students	47.5%			
	Administration	15.5%			
Inadequate infrastructural development (like libraries and research centers)	Teachers	19%			
	Parents	71%			
	Students	66.1%			
	Administration	31%			
Lack of administrative planning	Teachers	55.2%			
	Parents	66%			
	Students	81.3%			
	Administration	35.5%			
<b>H1: Inadequate provision of instructional materials is the major rationale behind the low quality education.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 32.80	<b>P</b> 0.000
<b>Factor</b>	2	107.31	53.65		
<b>Error</b>	597	976.69	1.64		
<b>Total</b>	599	1084.00			
<b>H2: Inadequate monitoring system for the teachers and students is the major cause of poor school management.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 6.85	<b>P</b> 0.001
<b>Factor</b>	2	23.05	11.53		
<b>Error</b>	597	1004.91	1.68		
<b>Total</b>	599	1027.96			
<b>H3: Lack of administrative planning is the major factor affecting the performance of school administration.</b>					
<b>Source</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b> 25.40	<b>P</b> 0.000
<b>Factor</b>	2	97.56	48.78		
<b>Error</b>	597	1146.44	1.92		
<b>Total</b>	599	1244.00			

**Discussion:**

Table no. 4 demonstrated that there are some barricades related with school administration that obstructs the process of development in education sector of Pakistan. Due to these barriers the participation rate of administrative staff turn out to be low due to which the enrollment rate in education sector of Pakistan is affected. These barriers include lack of school management, inadequate educational facilities present in schools

and public private sector divide in education system. The first variable used by the researcher is poor school management that becomes the major obstruction in accomplishing high quality education. These challenges range from lack of infrastructure to deficiency of qualified staff (Poverty Reduction Strategy Papers, 2003).

Education system can be understood through a variety of channels that is known as level of opportunities that ranges from progression to completion to assimilation in the labor market. Quality learning and quality teaching process can be ensured by the school administration. Quality teaching helps the students to sharpen their talents, latent potentials and production of factual knowledge. On the other hand the school administration should focus on the conduction of fair examination system that ensures deep understanding and critical approaches to learning. But the school administration predominantly in the public schools focus on the teachers centered curriculum rather than learner centered. Thus 43% teachers, 61% parents, 67.5% students and 24.5% school administration agreed that lack of management especially by school administration have pathetic impacts on students grades and teachers performance (Greaney and Hassan, 1998; Kellangnan and Greaney, 2001; Mirza, 1999).

This study focused on the importance of instructional materials in teaching and learning process. Thus non-availability or deficiency in usage of proper instructional materials is the major factor that lowers the academic achievement of the students. In most of the developing countries low quality and less quantity of instructional materials are present in schools (Cronbac, 1986; Dahar and Faize, 2011; Raw, 2003). Thus the above revealed table shows that 26% teachers, 37.5% parents, 64.8% students and 14% school administration agreed that inadequate provision of instructional materials is the major reason behind low quality education in Pakistan.

**[H1: Inadequate provision of instructional materials is the major rationale behind the low quality education.** (Factor values between the sample means)  $Df=2$ ,  $SS=107.31$ ,  $MS=53.65$ , (Error values within the sample means)  $Df=597$ ,  $SS=976.69$ ,  $MS=1.64$  ( $F=32.80$ ) ( $p=0.000$ )].

A strong monitoring system is very important for the smooth running of the education system. Thus monitoring system should evaluate the teachers and students performance and adequate conduction of the examination system. On the other hand the strong monitoring system should be applied by the administrative staff both at the micro level (school administration) and at the macro-level (regional officers and ministers) (Carlson, 2000). Inadequate monitoring system for the teachers and students is the major factor that is the outcome of poor school management. Thus 7.5% teachers, 65% parents, 47.5% students and 15.5% school administration is the major factor that has negative impact on quality of education.

**[H2: Inadequate monitoring system for the teachers and students is the major cause of poor school management.**  $Df=2$ ,  $SS=23.05$ ,  $MS=11.53$ , (Error values within the sample means)  $Df=597$ ,  $SS=1004.91$ ,  $MS=1.68$  ( $F=6.85$ ) ( $p=0.001$ )].

There are many factors that influence the school performance in Pakistan. Material constraining factors that influence the school performance are lack of well furnished school buildings and classrooms, lack of resources, imperceptibly designed curriculum to the present day needs, weak teachers performance and overcrowded classes. Thus it is evident that 19% teachers, 71% parents, 66.1% students and 31% school administration agreed that inadequate infrastructural development is the major underlying principle behind lack of participation of the school administration (as stakeholders) in education sector of Pakistan. Due to this reason the quality of education in Pakistan is low. Non-material constraining factors are also important such as lack of proper vision and goals, poor learning environment, inappropriate professional leadership as well as unawareness about pupil rights and responsibilities (Mirza, 2003; World Bank, 1986; 1996). The major factors that lowers the participation of the stakeholders in education sector is overcrowded classes, lengthy and inappropriate course contents, lack of highly knowledgeable teachers, lack of supervision, low quality education and weak administrative structures that lowers the stakeholders participation in education sector of Pakistan (Calderhead, 2001; Hoban, 2004; UNESCO, 2000). Quality of education is very necessary for the smooth running of the education sector. Education quality attracts the stakeholders towards education sector. It increases the enrollment rate and decreases the dropout rate of the education sector. There are some indicators for quality education and they include quality learners, quality learning environment, quality processes and quality outcomes (Dilshad, 2010; Hoban, 2004; Jangira and Ahuja, 1992; UNICEF, 2000).

One of the major reasons of low quality education and inadequate learning environment is lack of administrative planning. There are various aspects that should be addressed for the purpose of lack of adequate planning and they include teachers training, school atmosphere, curriculum contents and number of teachers. In the absence of these indicators the school administrative planning will not adequate to meet the various challenges of the present day educational needs. Thus the major focus to increase the quality and relevance of education is to construct adequate school building, introducing relevant instructional materials and improving the performance of teachers (Government of Pakistan, 2001). The above mentioned table demonstrates that 55.2% teachers, 66% parents, 81.3% students and 35.5% school administration agreed that lack of administrative



planning is the major rationale behind lack of participation of the school administration in attaining high quality education.

[**H3**: *Lack of administrative planning is the major factor affecting the performance of school administration.* Df=2, SS=97.56, MS=48.78, (Error values within the sample means) Df=597, SS=1146.44, MS=1.92 (F=25.40) ( $p=0.000$ )].

### **Conclusion and Recommendations:**

Enrollment and education attainment are straightforwardly influenced by gender, poverty, family structure and investment on education of students. Low enrollment and high dropout rates can best be implicit by examining a range of socioeconomic factors that affect the school progression from primary through secondary to post secondary schools in Pakistan. The study employs a sequential approach which captures the different opportunity costs of education at successive levels of schooling attained by students. Low school enrollments and high dropout rates are the major barriers for the development of education system. There are many factors that contribute to non-continuation of children schooling and their low enrollment rate. These barriers include low parental education, inadequate infrastructural development (like lack of libraries, laboratories and research centers), social and cultural barriers, weak teachers performance as well as direct and indirect cost of schooling. Other factors include gender discrimination, low quality teachers training, low quality curriculum, lack of textbooks development, inadequate monitoring system for teachers and lack of administrative planning. Thus the following remedies should be adopted to ensure the stakeholders participation in education sector of Pakistan:

1. Awareness programmes should be launched so that people can comprehend the importance of basic education and societal aspirations.
2. Government should introduce such measures that focus on implementing basic education compulsory to all children.
3. Government should focus on provision of quality education in school environment.
4. Government should make stringent policies that can proscribe the physical violence on the students.
5. School administration should develop an efficient and transparent system for the endorsement and selection of educational workers (educationists, planners and administrative workers).
6. Improvement in infrastructural development should be ensured so that the stakeholders can contribute their efforts in an efficient manner.
7. School administration can induce quality of education by focusing on adequate relationship among parents and teachers.
8. Policy makers and planners should make reformations in the existing educational plans and policies in attaining high quality education.
9. Policy makers and educationists should focus on quality of education rather than educating the maximum population (quantity of education).
10. Although several education policies were formed but the focus was on provision of education to maximum population rather than quality of education.
11. Pre-school centers must be instituted so that students and their families can comprehend the importance of education.
12. There should be strict monitoring and accountability system that is the preceding obligation of quality education.
13. Quality of education must ensured post-primary school opportunities and multidimensional teaching approaches.
14. Adult education programmes and alternative educational institutes such as NGO's are also indispensable for increasing the participation of stakeholders.
15. Schools should develop strong monitoring system during examinations to avoid cheating.
16. Students learning can be improved by appealing them in higher order thinking, deep knowledge of the subject and substantive communication about the thing they are learning.
17. The school environment should be inspiring and encouraging to provoke appropriate interpersonal skills in students like listening attentively, questioning to clarify the ideas as well as negotiating and constructively resolving the differences.
18. The infrastructure of schools such as water, electricity, sanitation system and boundrywall should be properly developed so that students get proper attention from their teachers.
19. Government should make improvement in internet availability.
20. There should be precise and fair appointment system for the teachers selection without any gender biasness.
21. Government should make improvement in library construction and organization.
22. Government should make enhancement in research facilities and focus on instituting research centers

in schools.

23. Quality of education can be increased by making it an outcome based education in which the education institutions and teachers control many conditions that determine whether or not students are successful at learning.
24. Parents must try to give affirmative physical environment to the students so that it helps in their learning process. This depends upon motivation and endeavors provided to advantageous environment in order to enhance the learning process of students.
25. Parents should help their children in development of self-confidence, self-esteem and self-image.
26. Teachers should investigate assorted issues from substitute perspectives and focus on communication that shapes their understanding and presentation of knowledge.
27. Teachers must have deep understanding and knowledge of the subject they are teaching to students.
28. Teachers should abandon obsolete teaching methods so that cramming among students can be reduced.
29. Government should increase welfare services so that the underprivileged families should focus on educational attainment of their children.
30. Government should introduce optimistic competition between the state schools and private schools so that both can contribute to increase the literacy rate of Pakistan.
31. Government should introduce such curriculum that must be pertinent to the present day needs.
32. Teachers can play an imperative role in achieving the learning outcomes from the students by guiding them through appropriate modern teaching methodologies.
33. There should be passable curriculum in the schools so that learners can utilize their potentials positively and resolve their conflicts constructively.
34. Institutional activities must be arranged in such a way so that the students can engage in academic achievements. In this way students can achieve unfathomable understanding and commitment about the particular course contents.

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