

Impact of Quality Education and Tangibles of Education system on Literacy Improvement- An Empirical study of Southern Punjab Region of Pakistan

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Abstract

In the case of a firm or a nation's lack of familiarity with the surroundings, changes occurring with the passage of time and lack of ability to adapt or cope with the changes around the globe draw you back and snatch the capability of fighting at the front with the global challenges. In under developing and a few developing countries literacy has been their core issue while comparing them with the other nations of the world. The current study targeted the Public and Private sector educational institutions of South Region of Province Punjab of Pakistan. Institutions that were considered as the population of the study comprised of the strength of students who were unable to be accounted for the collection of data. The sample size of 200 was selected based on the collection of data from prominent or senior students from all the selected institutes. Secondary data in the shape of statistical reports selected from the annual education reports were capitalized to strengthen the literature review while a survey questionnaire was applied to obtain the responses from the students of the different institutes.

Results were obtained through SPSS (Statistical Package for Social Sciences). Reliability Statistics, Factor Analysis and Correlation analysis were applied to the data to judge its strength, evaluation by respondents and capability to influence each other through their values of interrelation. The results of the data analysis provide full support to the annual educational reports so, supporting the activities done by the Government of Pakistan for promotion and development of Literacy. It was recommended that the role of other dimensions of higher and quality education like (competency, attitude, delivery & reliability) can be applied to analyze their role in influencing the level of literacy.

KeyWords: Modern Quality Education, Tangibles of Education system, Literacy: F6, I3, I38

Introduction

Globalization is not only complex but also a controversial term that has been defined in several different ways. This term can imply different meanings for different people in different situations throughout the world. Some consider this term as cultural aspect globalization, while a few others consider the economic aspect of it hence, emphasizing the outlook of the global economy. Some

associate globalization with the advancement of technology, specifically in terms of communication and transportation (Nashia, 2013). Globalization emerged after the cold war as a set of political/economic policies based on the strong faith in the beneficent of the free market which includes free trade, open market approaches and a decrease in the public sector funding (Harvey, 2007).

Education is considered as the source of changing the shape of the structure of human life and influencing the behavior of experiencing dealing and adopting concepts. While educating the people is far more influential in the shape of the application of innovative ideas, exploring new ways to solve their problems. If quality education is there it assures the learning strength of the students at every academic level (Butler & Poldma, 2010; Çelik & Gömleksiz, 2000; Lau, 2006). Hussain (2003) declares that people of Pakistan accept the role of education as cross-cutting on human life and specifically the improvement of human development. The importance of education is realized everywhere and is now on the top of the political agenda of most of the nations. Pakistan has no significant figure out of its budget for education and its development. UNESCO has recommended 4 percent of the budget on education for developing countries while Pakistan is reserving nearly 3 percent for education out of its whole GNP (UNDP, 2002).

The number of factors such as proliferation, competition, marketing, internationalization, greater accountability, expansion of education/higher education has brought the quality and value of education in forefront of national debates (Ellwanger et al., 2016). Globalization of education has brought rapid development in communication and technology, which consequently made the world an information-based society. This change has introduced the new form of cultural imperialism, which is believed as a threat to the promotion of regional cultures. After constructing such global society, the people of a certain country who are termed, as 'global citizens' are the individuals of competition and information-based society. The individuals replaced the role of the state in such a case; they are making themselves responsible for their health, education, job, etc. It indicates that the destiny of the state lies within their abilities to compete at the global level; as such, citizens carry the capability of meeting the global challenges (Ashraf & Kopweh, 2010). Increased capability of meeting the global challenges is driving through their awareness and economically capable of converting those challenges into an opportunity for shifting their country from the developing to the rank of developed countries. Only skilled labor can capitalize the economic resources in the favor of developing nations. Countries like China and Japan have succeeded in producing goods requiring technologies it assures to investigate the effects of education, population, and health on economic growth in the developing countries (Bhargava, 2008).

Globalization is a multidimensional phenomenon and multifaceted process with social, economic, political and cultural implications for education. It brings forth new challenges at a time when nations or states are lacking the capability as a sole provider of quality education, and the educational/academic community no longer holds the monopoly on decision making in education. In such a case, globalization will present universities with several challenges and opportunities, and the most important of them is quality education, which ultimately assists in developing professionally in every country (Hull & Moje, 2012; Saeed, 2004; Seyedi & Shahidi, 2012).

Literature Review

Learning being a consistent natural process develops the mind in the either direction and steer it towards the consequences lying under the sources and ultimate purpose of learning, and it ultimately not steer an individual but also collect their economy towards either construction or destruction (Mitchell, 2006). Nations' extreme focus should be on educating and developing their common man to

polish their character, personality, skills, encourage learning modern concepts to meet the global challenges (Fatima, 2015). In a country like Pakistan, budget reserve for education is quite inadequate. Major population resides in rural areas where academic facilities are in scarcity and also the rural people they less tend towards the education rather towards laboring or doing their own business, like guarding lands or taming cattle.

The theme of this study is further elaboration and explanation of the study of Seyed and Shahidi (2012) who discussed impact of Globalization in higher education on universities' educational quality. This elaboration was slightly modified and all educational level institutes were taken for further analysis and discussion. So, secondary data information included in the literature will surely assist in explaining results obtained through a survey questionnaire. An Educational Survey of Pakistan for the year 2013-14 indicates that there is almost 88% percent of Public sector institutes, while the remaining 12% percent are private. In rural areas, almost all primary level institutes operating throughout Pakistan are of the Public sector, which constitutes a major portion of initial level educational institutes. On the other hand, enrollment of learners at the primary level is high in the Public sector comparing to the private. Facts from the 2013-14 survey interpret the reality. Numbers of studies around the globe strengthen the idea favoring the influence of globalization on all aspects of education. A study by Vulliamy (2010) discusses that it has to not only influence the teaching style but also equally influence the widespread introduction of interactive whiteboards and the growing spread of the ICT more generally in primary school classrooms. Awareness with the whole world is now much easier through the long chain of internet and communication system. It encourages to explore new things and to excel in knowledge regarding their surroundings. In Pakistan, educational institutions are now encouraged to equip with modern methods, techniques, and equipment of leaning and educating (Khan, 2010; Moore, 2005).

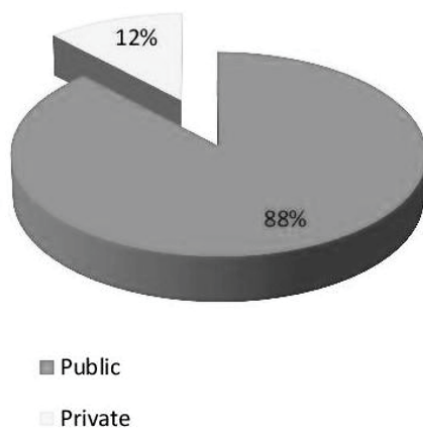
Consistent efforts have been there through planning for delivery of education at the level of schools, colleges, and higher education institutions. In the 1973 constitution of Pakistan, it was declared that "the state of Pakistan shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period". Because of it, the state announced free and compulsory education for the primary level. The medium of instruction was also changed in several institutions especially those delivering higher secondary and higher qualification (Ashraf & Kopweh, 2012). In the reign of General Zia Ul Haq (1977-1987) privatization was denounced and the schools were decentralized and denationalized, and this turn of event reinstated the confidence of private investors leading to their share in education increasing and equally increasing enrollment (Andrabi, Khan, Khan, & Naseer, 2012). The education authorities encouraged and permitted the Non-governmental Organizations (NGOs) to take over those public-school structures that were not in use due to lack of funding from the government. Consequently, private schools became famous and acceptable by the public leading to an increase in number to 36000 (Andrabi et al., 2003). This setup is playing its role in all provinces of the country (Khan, Soomro & Jafri, 2011). It also influenced the educational system through contribution to enrollment rate at the primary level to 42%, at the middle 37%, at the secondary 30%, and higher secondary 64%. To deliver the same attention towards the improvement of literacy in rural areas madrassas (religious school) were started along with private and public institutions. It became an active part of formal education in Pakistan. (Blanchard, 2009) in his report mentioned that there are 13000 registered madaris (plural of madrassa) in Pakistan.

Now the education system of Pakistan is comprised of Public, private institutions and madaris. Urdu is Mol of instruction at public sector and this sector is free of cost and represent the middle class (Rahman, 2004), English medium represents the private sector and serves the rich and elites (Abbas, G. 2003),

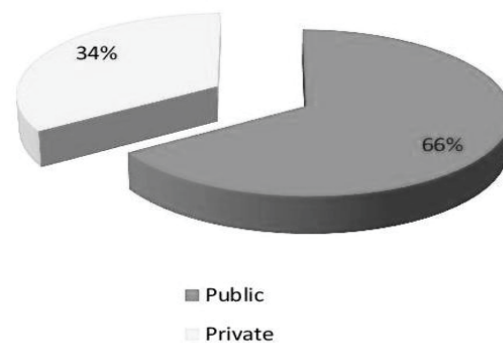
while madrasa sector serves the underclass (Haqqani, 2008). Numbers of educational units at different levels among different categories of the people are trying to polish their active and make alive their dead or dormant skills. These levels of education for different categories have categorized the quality of education and their impact on people minds. Requirements have been defined for the richest, richer and the poor before enrollment in institutions. This is causing a sheer impact on the minds of the people in all other walks of life. Rich are becoming the richest and poorer the poorest (Omirin & Faremi, Y. A. 2011). Impacts of globalization are influencing other aspects of life through education. Learning and education are consistently maintaining the weaknesses of the young people that have been barriers in the route of success and prosperity (Arokiasamy & Raj, 2010; Kisber, 2011; Welborne, 2015). Quality education and Tangibles are compelling the education system of developing and under developing countries to increase their enrollments at different levels of education. Students are facilitated at different level of institutions (schools, colleges and universities) with tangibles like (sufficient and modern equipment's, ease of access, visually appealing environment, and support services (Seyedi & Shahidi, 2012).

Government of Punjab started laptop scheme for the promotion of education throughout this province. Talented, brilliant and top students have been awarded in last few years and it continues every year. This effort has added to the interest of students for attaining and seeking further education. A report of Pakistan Education Statistics (2011-12) under the National Education Management Information System provided the detailed report of number of institutions of different level of education and the strength of enrollments.

Distribution of Primary Education Institutions by Sector

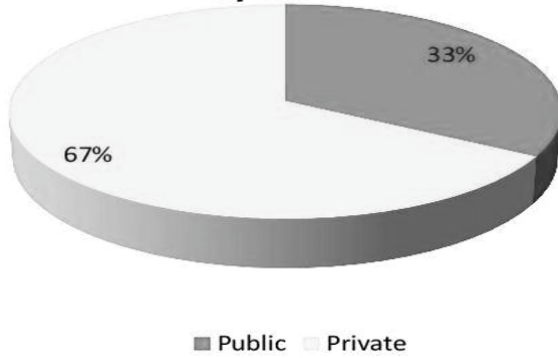


Sector wise Distribution of Primary Stage Enrolment

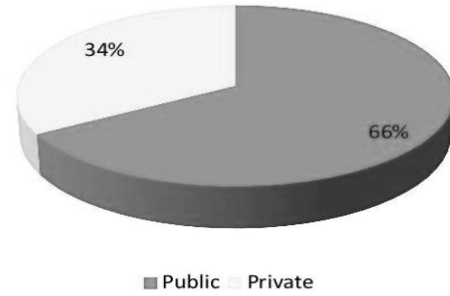


Major strength of 88% of public institutions out of the whole educational sector indicates the government plans, actions and interest towards the improvement of educational system. Increase in number of public sector institutions increases the number of enrollments as public sector expenses are bearable than the private sector.

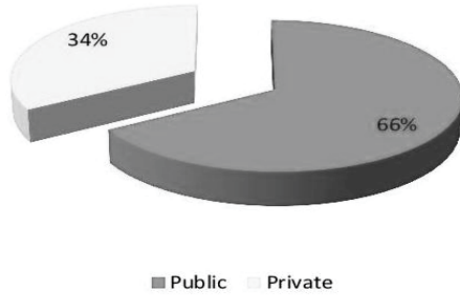
Distribution of Higher Secondary Level Institutions by Sector



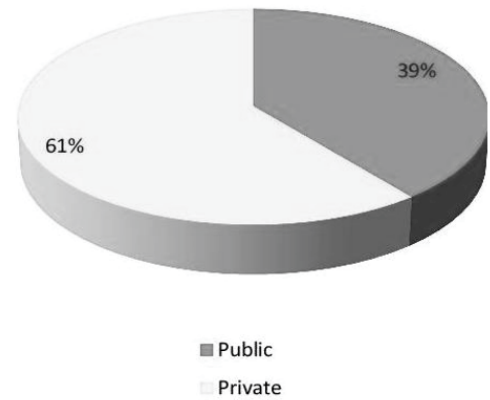
Distribution of Middle Stage Enrolment by Sector



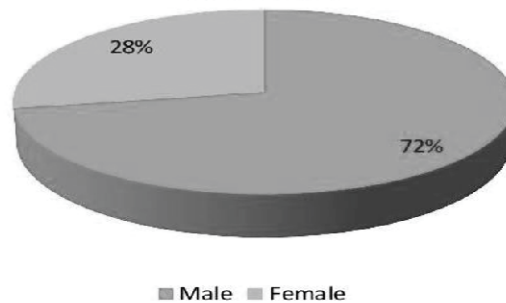
Distribution of High Stage Enrolment by Sector



Distribution of High Schools by Sector

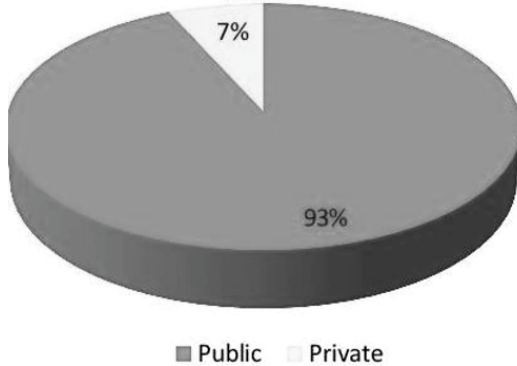


Distribution of Higher Secondary Stage Enrolment by Gender

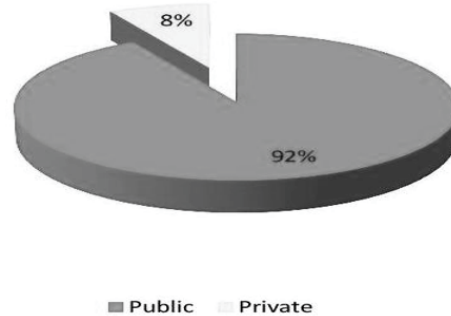


Empirical study of Southern Punjab Region of Pakistan

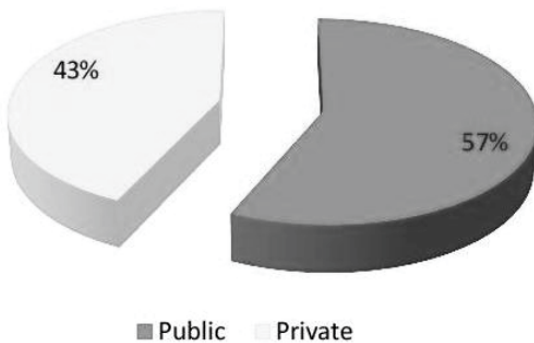
Distribution of Degree College Stage Enrolment by Sector



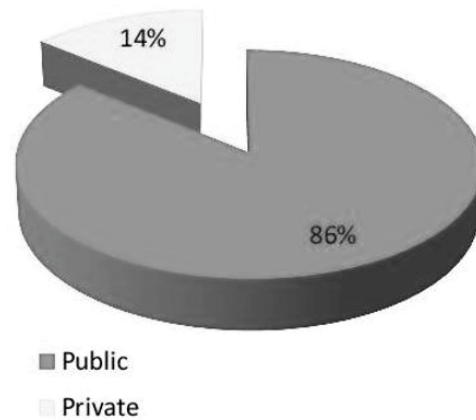
Distribution of Degree Colleges by Sector



Distribution of Universities by Sector



Distribution of Universities Enrolment by Sector



Source: Pakistan Education Statistics (2013-14)

Strength of enrollments in Public sector is almost double than the private sector owing to the quite visible reason of affordability of education for people even at primary level. On the other side it highlights the efforts made by the Government of Pakistan in providing affordable, cheap but quality education. Government realizes the contribution of an educated youth specially where people are encouraged to learn and being educated on the basis of easy penetration into an education environment. Improvements were also made on the Middle level school education after holding control over Primary level. Strength of enrollments at Public sector institutions at Secondary level shows that what the positive intents of the Government of Pakistan were having in its mind not very far back from now. Percentage of Public and private level institutes and number of enrollments in them provide clear picture that Public sector institutes are not only large in number but also they are attracting major strengths of enrollments. The reasons behind is this that government institutes costs less fee and they are increasing facilities of education at very low facilitation fees. For the people of a developing nation such conditions are much suitable and feasible for attaining education.

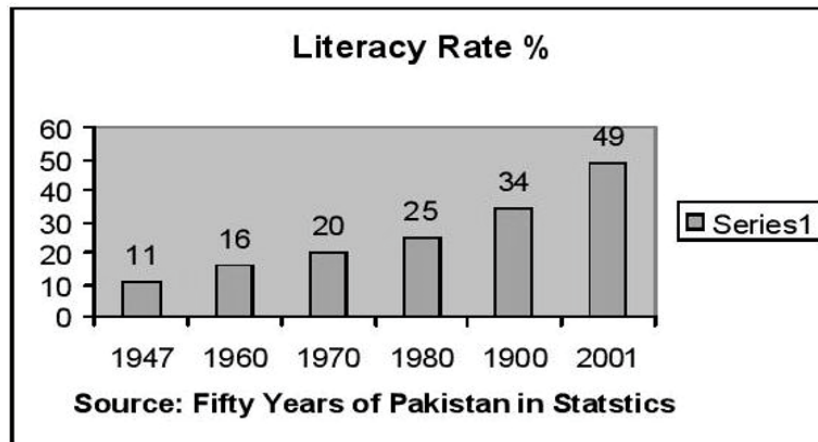
They are consistently improving the education through providing quality and required facilities at Primary as well as secondary level as they realize that only educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization. Various empirical studies conducted by social scientist established a strong correlation between education and national developments (Arokiasamy, 2010; Gomleksiz & Celik, 2000; Kazmi & Quran, 2005; Lam, 2010; Papen, 2008; Schrottner, 2010). In order to meet the requirement of high-quality education at all levels Government of Pakistan has allowed the private bodies to play their role in achieving high literacy rate and providing educational environment equipped with modern facilities and technology. Report of Education Statistics 2014-15 had shown the leading strength of Private sector over Public at High School level education.

Government of Pakistan commenced a program of government funding to all level of education with the title of Pakistan Education Endowment Fund (PEEF). This program from last 5 to 6 years right after its commencement is making remarkable contributions towards improvement of quality education at primary, secondary and higher education level. One of the reports of the year 2014-15 in Table-1 had proven the contribution of Government of Pakistan in improving the literacy among the youth of its nation. Below the information regarding literacy improvements in Table-2 in Pakistan in last 50 years indicates the gradual but consistent increments in the level of literacy. It is the true picture of the efforts made in improving the learning level and capabilities of its youth through providing updated knowledge and enhancing their embedded skills and capabilities to meet the global changes. It was not till 2001, but till than numerous academic efforts have developed the strength of the youth of Pakistan and they are representing their country at different prominent positions throughout the globe. A report of Institute of Social and Policy Sciences (2010) in Table-3 provides the image of efforts made by the Government of Pakistan towards improving literacy level through constructing new Primary, Secondary and Higher Secondary level institutes throughout the Pakistan including the South Punjab Region. Every year there has been marginal increase in the number of all level of institutes. It indicates the positive intent of the Government of Pakistan and specially the Government of Punjab towards making a nation of highly educated and skilled youth; which could carry the responsibilities of their country on their healthy shoulders and carry it with the same passion towards the generations to come.

Table 1: Punjab Educational Endowment Fund

Punjab Educational Endowment Fund (PEEF)						
Key Operating and Financial Data Since Inception years						
						Rs. in '000'
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Particulars						
Endowment Fund	2,000,000	4,041,681	4,114,692	6,191,762	7,284,772	9,377,772
Income Proceeds from Endowment Fund	79,633	456,426	736,493	816,435	923,921	927,937
Amount of Scholarships Disbursed	22,461	250,887	361,605	706,681	748,370	790,313
Number of Scholarships Awarded	5,326	5,484	6,982	13,345	9,952	18,621

Source: Pakistan Educational Endowment Fund (Annual Report, 2014-15)

Figure 1: Literacy Rate

Source: Social Development in Pakistan Annual Review-2001

Table 2: The number of Public and Private Schools

Stage	Sector	1999-00	2005	2007-08	Change since 2000 (%)
Primary	Private	14748	16911	17250	17
	Public	131779	119848	139342	6
Middle	Private	12550	24115	24847	98
	Public	12085	14334	15982	32
High	Private	5940	13484	14053	137
	Public	8509	9471	9911	17

Sources: Adapted from Institute of Social and Policy Sciences, 2010

Methodology

The study is comprised of analysis based on the data collected through distribution of structured questionnaire. It also carries a few highlights of the secondary data for the support of the literature discussing some major outputs of governmental efforts made to overcome the ignorance and to improve and consistently developing the literacy among the youth of the Pakistan. Sample size of 200 was selected and it was considered reasonably enough to target the desired population. Priority was

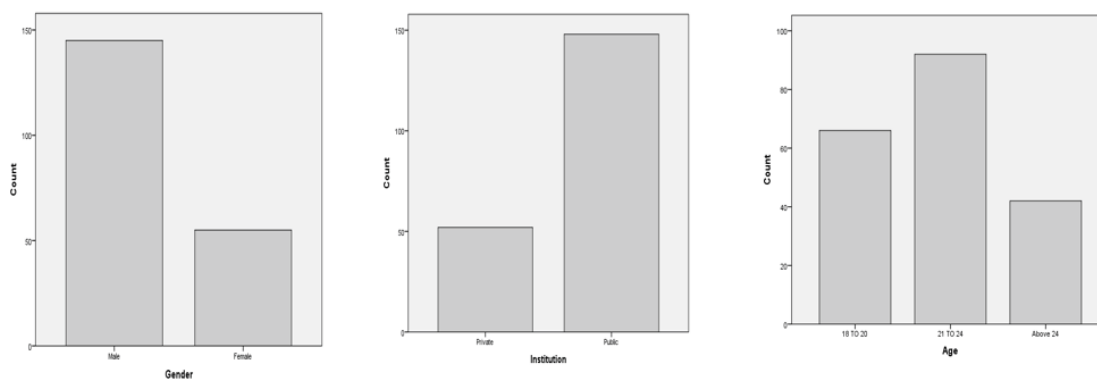
given to the university students as a population who could best share their experience regarding the change in literacy level and the outcomes produced through it from last few years.

Number of items for the collection of data for Quality Education was taken from the study of Abro, Almani and Soomro, (2012) which were ten in total. They discussed the impact of modern education on the morality of learners in Pakistan: A survey of Sindh. Five Likert scale was applied for the collection of the data against the questions from respondents. Seven (7) items were selected from the study of Zeithaml et al. (1988) for the collection of data against Tangibles of Quality Education. They discussed a multiple item scale for measuring consumer perception of service quality. Six (6) items were selected from the study of Allan et al., (2007). They discussed in their study a questionnaire measure of children's motivation for reading.

The analyses of the data were made through SPSS (a Statistical Package for Social Sciences). Major concern for applying this package was to attain the outputs which could support our literature and statistical values in the shape of graphs providing the graphical summary of the efforts made by the government of Pakistan in encouraging every one in every sector (public & private) to seek and spread knowledge as their extreme priority.

Analysis and Discussion

Figure2: Demographic Details



Demographic details of the respondents indicate that the majority of them were comprised of Male which was almost seventy-five percent (75%) of the total strength of respondents. Out of the available categories of the age of respondents' majority of them were between the ages of 21 to 24. Students lying between these ages belong to Bachelor or Master Classes and they are almost matured and provided approximately required information. Details regarding institutions provide the information that the majority of the institutes visited to conduct the data were Public sector institutes, as in this region only school level institutes of Private sector are marginally greater in strength than the Public one; while at the university level only one or two Private universities are there. The remaining numbers of institutes are Public sector institutes which are almost 90 to 95 percent of universities level institutes in this region.

Table 4: Reliability Statistics

Variables	Cronbach's Alpha
Modern Quality Education	.789
Tangibles	.843
Literacy	.850

Table 5 : Summary Item Statistics of Modern Quality Education

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.661	4.035	5.255	1.220	1.302	.165	10

Table 6: Summary Item Statistics of Tangibles

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.354	4.095	4.560	.465	1.114	.039	7

Table 7: Summary Item Statistics of Literacy

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.183	3.040	3.280	.240	1.079	.010	6

In the Table 4 the reliability statistics indicates that data collected against all the variable is highly reliable and suits to expected requirements in the shape of results of the study. Reliability statistics are above the minimum required value for the data to be considered reliable and applicable for the study. In the summary statistics of the item minimum and maximum and average mean value of the Modern Quality Education indicates that the responses of all the respondents were highly above the average. It highlights the conclusion that they were having positive intents for this variable. For Tangibles the responses are almost the same and they are marginally above the average. It also indicates the positive intents of the respondents. The results are comparatively not the same for Items of literacy where minimum, maximum and average mean value is hardly above average. It shows comparatively less positive intents for this variable but, it is enough to be considered for analysis.

Factor Analysis

Table 8: Factor Analysis

ITEMS	Modern Quality Education	KMO	Tangibles	KMO	Literacy	KMO
MQE1	0.566					
MQE2	0.798					
MQE3	0.64					
MQE4	0.496					
MQE5	0.633					

ITEMS	Modern Quality Education	KMO	Tangibles	KMO	Literacy	KMO
MQE6	0.807					
MQE7	0.593					
MQE8	0.603					
MQE9	0.495					
MQE10	0.714					
T1			0.749			
T2		0.655	0.662	0.734		0.840
T3			0.73			
T4			0.791			
T5			0.563			
T6			0.6			
T7			0.65			
L1					0.586	
L2					0.656	
L3					0.507	
L4					0.63	
L5					0.499	
L6					0.581	

The factor analysis of all the items carries the considerable load. None of the items was rejected during initial analysis of the reliability check and factor loading of the data. For a considerable item it must have the load higher than (0.5) or near to it. Table 8 indicates the factor loading of all the items of all the three variables of the study and all of them are considerable for the further analysis of the data. KMO represents the degree of common variance among variables. When the degree of variance among the variables is quite high than analysis of factor can be conducted and results obtained through it can be carried for further analysis of data. Values like (0.655, 0.734 & 0.840) show the high degree of common variance among each other for every variable.

Table9: Descriptive Statistics Modern Quality Education

Items	Mean	Std. Deviation
MQE1	4.2600	1.77430
MQE2	4.5000	1.57557
MQE3	5.2550	1.29163
MQE4	4.4300	1.46829
MQE5	4.3900	1.62824
MQE6	5.1450	1.51175
MQE7	4.0350	1.59578
MQE8	4.7650	1.63190
MQE9	4.7550	1.38004
MQE10	5.0750	1.41754

Table 10: Descriptive Statistics Tangibles (of education)

Items	Mean	Std. Deviation
T1	4.0950	1.59016
T2	4.5600	1.64008
T3	4.5500	1.88288
T4	4.1100	1.60336
T5	4.2750	1.66832
T6	4.4150	1.45027
T7	4.4750	1.61319

Table 11: Descriptive Statistics Literacy

Item	Mean	Std. Deviation
L1	3.2250	1.49181
L2	3.2800	1.54712
L3	3.1850	1.34156
L4	3.2750	1.31836
L5	3.0400	1.46600
L6	3.0950	1.53877

Descriptive statistics of all the items under the factor analysis indicates the strength of every item in terms of their value given by the respondents. Mean values in above displayed tables explains the same theme as obtained during the factor loading of the individual items under their respective variables. Literacy again produces the comparatively less mean value with other variables. The responses against Quality Education and Tangibles are considerably high than the Literacy. It does not conclude that there is a

weak relation among these variables, rather collective outputs indicate that they are favored by the respondents as they were done in this case. So, the statistics indicate that all the variables discussed here are extremely favoring the theme and concept of the study.

Correlation Analysis

Under correlation analysis we calculate the interrelation of all the variables of the study. Results obtained from here authenticate the relation among the variables which are the base of the whole study. If the relations are strong, positive and significant than it assures that such correlations will support the theme or the concept discussed in the literature or displayed in the model.

Table 12: Descriptive Statistics

	Mean	Std. Deviation	N
Modern Quality Education	4.6610	.90035	200
Tangibles	4.3543	1.17698	200
Literacy	2.7342	.55594	200

Initially the Descriptive statistics under correlation analysis produces the positive outputs for Modern Quality education (MQE) and Tangibles as their mean values while a weak output for Literacy. Here it also falls against the Literacy that why it has been rated low comparatively with the other two variables but luckily it is not a negative output. Below the Correlation table removes the stakes against the Literacy as it shows quite a significant relation with Modern Quality Education and Tangibles. Values like (.427**)

Table 13: Correlations

		Modern Quality Education	Tangibles	Literacy
Modern Quality Education	Pearson Correlation	1	.310**	.427**
	Sig. (2-tailed)		.000	.000
	N	200	200	200
Tangibles	Pearson Correlation	.310**	1	.232**
	Sig. (2-tailed)	.000		.001
	N	200	200	200
Literacy	Pearson Correlation	.427**	.232**	1
	Sig. (2-tailed)	.000	.001	
	N	200	200	200

** Correlation is significant at the 0.01 level (2-tailed).

against relation between the literacy and Modern Quality Education and (.232**) in relation between the Literacy and Tangibles assures the strong interrelation among all the variables of the study. MQE and tangibles have highly strong and significant correlation between them. Value like (.310**) shows the strength of their correlation. It assists us in concluding that Modern Quality Education and Tangibles of the quality education are generating positive impact on Literacy and its development with the passage of time. Hence, it proves the concept of the study.

Conclusion

Literature highlighted the facts in terms of different graphical and statistical reports of the different years. They provided the healthy image of the different efforts that have been made by the Government of Pakistan for nourishing and developing their children and youth with food and skills of education, not only attaining it but also consistently delivering it to the next generations. This reality is very much visible in the reports of last 10 to 15 years. Specially, the Government of Punjab has been prominent in making policies and generating new schemes to encourage the students to become the effective individual of the nation. Analysis of the data has produced almost the same output which favors the statistical reports and records selected to support the theme and literature of the study. Responses were in the extreme favor of almost all the variables of the study. For the Modern Quality Education responses were marginally above the level 'agreed' in responses. It indicates that Modern Quality Education (MQE) possesses sheer value in the hearts and eyes of the people of this region. They believe that only updated educated system can turn the potential of the youth towards success, development and prosperity of the individual as well as of the whole nation. Such systems are capable of polishing the skills of their human assets and delivering them required instrument to fight for the future and global challenges. MQE has also a strong relation with other two variables of the study where it assures its positive influence over them.

Responses against the Tangibles of education system also prove the facts and figures taken from annual educational reports. Results from the analysis clearly favor the educational records taken from annual statistical reports. For Tangibles of Education system responses were marginally above the level 'agreed' in responses. It assures that an education system equipped with modern equipment and technologies, attractive environments, support services, ease of access etc. are sources of attracting more and more individuals to participate in constructing educated and developed societies throughout the nation.

Responses against the Literacy were not very much highly quantitative, and they were almost near to level 'Neutral/average'. They were marginally short in comparison with other two variables of the study. It was also entertained with the favor of respondents and their responses prove the strength of its relation after the required analysis of data. Items were highly reliable, and their descriptive statistics also favorably explains their status. It also has strong relation with the other two variables. It proves from the results that all the constructs of the study are highly correlated with each other and change in one will surely bring change in the others and consequently the whole results of the study.

Hence, we can clearly make a statement that People of the South Region of Punjab have their views regarding improvement of Literacy level through providing Quality Education and required or demanded Tangibles in an education system. Effective and timely implementation through proper planning will bring forth the fruits of all the efforts made in improvement of Literacy level and development of youth skills.

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