

## **Education System of Pakistan: Social Functions and Challenges**

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### **ABSTRACT**

*Education is a key to political stability and socio-economic development of a nation. Unfortunately, there are diverse systems of education providing different types of education leading to stratified education system. The researchers investigated education system of Pakistan, its functioning and problems and used mixed method approach. In quantitative section researchers adopted survey method and questionnaire as tool for a sample of 210 respondents through multi-stage systematic sampling and SPSS for analysis. In qualitative part researchers used interview guide as a tool for 35 respondents (university level teaching faculty and students) and adopted Domain Analysis technique for qualitative data analysis. The results of present study indicate that education brings political stability by realizing the people their national rights and duties and thus through such awareness leads to harmony, participation and cooperation. Education shapes the personality of the people to play part in the society. Education is a fundamental asset to empower in terms of human rights and gender equality. Education facilitates the individual to survive in the labor market. There is need to eradicate class-based educational streams to develop unified national education system as promised in Constitution of Pakistan to guarantee the development of society. Education has emerged as a business venture and caught the attention of private sector, which has negative impact on the quality of learning and research.*

**Key Words:**            **Education, Political Stability, Socio-Economic Development, Gender Equality**

### **Introduction**

Usually education grabs all institutional affairs, the random knowledge imparting activity, causal directions carried on in the home, knowledge dispersed by literature, magazines, newspapers, by the radio and the cinema as well as traditional schooling (Panunzio, 1939).

It is reality that education plays a significant role in physical, mental, psychological and social growth of people as well as is the pillar of national progress. Countries which have constructive education system are considered to be the socio-economic leaders of the world. Every nation formulates their generations according to their society and teachings. They transmit national heritage to the next generations through education. The structure of education system differs

across countries on the ground of age criteria, duration and level of education (Siddiqui S, 2007).

In South Asia there is several delamination in the sector of education; noticing the strong relation between education and prospects in life. The ruling group in society has always disposed the marginalized groups from education; this points out that the significant purpose of education is presumed to diminish the economic differences. There prevails a clear educational discrimination on the basis of gender (Siddiqui S. 2012).

## **Structure of Education System in Pakistan**

In Pakistan education system is classified into three groups; elementary schooling grade 1 to 8, secondary education from grade 9 to 12 and after the grade 12 higher education begins. Elementary education further grouped into primary grades 1 to 5, and middle grades 6 to 8. For this cause there are primary and secondary school. Secondary education grade 9 to 12 served in secondary and higher secondary school (College). The Bachelor program consists of 2 to 4 years and after graduation, Master Program is of two years, and after Master, M.Phil is offered for two years and PhD program is offered after M.Phil. Medicine program consists of 5 years and engineering program is of 4 years after grade 12 education, these programs are offered by public and private universities (Saeed, 2007).

## **Education System in Pakistan: Issues and Challenges**

Education as a significant mental, physical, ideological and moral guidance subject helps individuals to find out and realize object of their life. It also helps individuals to fulfill material needs. Regrettably, it has been misunderstood by rulers and persons engage in policy making in Pakistan since it came into existence. Policies of all rulers were consisted on their misconstruction, or for the purpose to enlarge their rule, which leads to the division of education with socio-economic lines. The standards of education are ruined by inefficiency, mismanagement, favoritism, nepotism and corruption. There are bogus salary accounts, schools which are locked in the backward areas, buildings which have no students and teachers representing the corruption in sector of education. There are many schools which exist only on papers and are shelter for cattles and criminals (Ahmad P. D., 2012).

The other challenge faced by education sector is several mediums of instructions. Since Pakistan came into existence, the upper class of society favors to the English Medium education. The children which belong to upper class join English medium institutes whereas children which belong to middle class join Urdu medium institution and children belong to lower class join free madrassa education. Children of English medium institutions get well paid jobs easily because they can speak English on the other side it is not easy for the children who got their education from Urdu medium institution to get a better job. By supporting these levels of education our Government is refusing the assurance given by

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constitution against any type of inequality among citizens. Another reality is that because institutions which are for elite class are very costly so children of middle class are unable to join these institutions. The system of education which is run by state is either dead or dying the reason of which is the mismanagement of the provinces in evolution of their school system and neglected community of teachers (Rehman, 2004).

In Pakistan, quality of education system is diminishing because of not solving of language issues, and methods of teachings which are not up to date, and to fulfill the requirements of present challenges of society. Unluckily the obsolete examination system in Pakistan is only for the purpose of getting certificates. The examinations are considered as end of educational process and the actual objective of examination lost. In reality it is developing memory work. Examining the actual purposes, acquiring problem solving knowledge with reasonable applied skills, the examination system must be changed for the purpose to get these objectives (Ahmad P. D., 2012).

It is reality that the dividing up of educational system along class lines not irregularity in Pakistan and it is structured in all societies beside class lines. But Pakistani society builds two nations and strengthens this division by educational system resulting total different mindsets, character, talent and potential. Because of this division system they failed to develop as a nation. Unluckily the gap enhances today than before. The main reason of it is no struggle by government to fill up this gap.

### **Problem Statement**

In present educational system there is no constancy to advance national unity among citizen, divers educational system are evolving several types of individuals different in morality, approach and ideology.

The poor progress of education in India is because of caste system prevailing in India which makes it obligatory that the children who belong to lower classes should engage in work instead of getting education and it strengthens caste differences. It is the mentality of Indians that there should be one segment of educated people and the other should be uneducated for the purpose to serve literate people (Weiner & Noman, 1996).

In Pakistan feudalistic structure is the biggest impediment in progress of basic education in Pakistan. In Pakistan arising caste system have emerged in the shape of studying of the children in English medium and Urdu medium schools, students which belong to English medium schools--Supposed to be superior and gets better jobs do CSS exams. Children which belong to upper class of society join English medium schools like Atchison, Burn Hall etc. So they are unable to understand the difficulties faced by the children staying in Urdu medium school (Khan A. H., 1997).

The information relating to education in whole Pakistan is not sufficient and not easy to ingress to masses. There is also no reason found that why all the

strategies failed to get the targets and are not properly enforced. So the purpose of the study is to find the answer. So this study will rely on the realization of masses with theoretical experience of education sector.

### **Significance of the Study**

A problem which meets the limits of sociology has effects on society; automatically attains sociological importance. As education is establishing different classes within Pakistan, which interacts with its members in confuting political, economic, social and intellectual routes that is detrimental for the functioning and progress of society. In the journey of development formal education is the first step among masses. Being actual part of education system the perception of the experts and students are significant because they are the sufferer and beneficiaries of system. Moreover, concerning education system prevailing in Pakistan, they may suggest why Pakistan is slowing down in education sector. It is not possible to restrict study to fixed time duration while studying a system. So to find out functioning of educating system on institutional basis the system is being studied from its initial stage.

### **Objectives of the Study**

1. To determine the effect of socio-economic status of family on educational options.
2. To evaluate the perception of students of universities and teachers regarding the education system of Pakistan.
3. To examine the perception of students regarding the institutional functions of education system of Pakistan.

### **Literature Review**

This chapter evaluates the available literature correlating to social institutions, the functions of education especially in relation to system of education which prevails in Pakistan. With regard to different aspects of topic, this chapter is categorized into several sections to surround relevant literature.

### **Functions of Education**

Noll, J.Wm (2006) in book "Taking sides: classing views on controversial educational issues", described that it is evident from past education had always governed towards character establishing. To morally educate a person is very important. Educated mind without morality will establish a society of agitators. At present because of failing family ties, it is very important to morally educate people, for human honor, protection of their rights and to stay away troubling youth trends education of character and moral is of much significance.

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Rao, D.T (2000) in book “Education and Morality in India” described the basic purpose of education is to help individuals to be real human being. Character development is the actual purpose of education. Education flourished the relationship of a person between the human society and environment. Human society cannot sabotage the importance of the teaching of moral or spiritual values and its practices by young generation. To ignore values in education by states in educational policies acquired results by facing stressed youth of the educational institutions. In society morality is the key of living and education is a social tool to that end. Education firms the prevailing moral values in the society.

### **Impact of Education on Socio-Economic Status**

Javed Z.H., Khilj B.A. and Mujahid M. (2008) in their study “Impact of education on socio-economic status of villagers life: A case study of Shrienwala village of Faisalabad district” pointed out the effect of education on socio-economic status. Results show that human capital is also significant with physical capital for national development. Study reveals that primary education has not significant impacts on the lives of people residing in rural areas because efforts of education sector to attain targets are not sufficient. However to some extent significance is observed on the agriculture sector. Minimum 10 year schooling considered necessary for the purpose to get the sense of life. It recommends authorities for developing productive agents of economy to put attention on primary and secondary education with agricultural studies.

### **Issues and Challenges to Education in Pakistan**

Saleem M. (2002) in book “Basic Education: The birth right of every child” described that low literacy is the problem facing by the education system in Pakistan, It is one of the underdeveloped countries with lowest literacy rate. The students those are getting formal education are sitting in overcrowded classes, memorizing books without understanding what they are reading.

Memon, G.R in article “Education in Pakistan: The key Issues, problems and New challenges” described that education as basic of social development failed to assist national progress of Pakistan. It might be low equality of education which is halting national progress of Pakistan. Besides low quality of education regional and gender disproportion, unemployment, lack of teachers training and brain drain are other issues halting the national development of Pakistan.

Mushtaq M., Alam M.T. (2014) in their research work “To study the problems faced by administration of private schools” described that since Pakistan came into existence is facing problems in major sectors. Instead of so many reforms making amendments, government is not able to fulfill the needs of public. There are many laws which are requiring to be amended, including private education. Private education sector is facing issues of buildings with not reasonable environment such as sanitary, poor ventilation system, sewage systems, no space for co-

curricular activities and having no play grounds. Besides these problems there are some more severe issues which relate to administration and authorities. These problems are required to be handled with sincere efforts for their elimination.

Mushtaq M. Kayani M.M. (2013) in article "The changes and challenges of secondary level teachers education in Pakistan: A training perspectives" stated that the teachers are the representatives of cultural transformation, source of information and discoverer of the unknown world. Pakistan is also facing challenges relating to general and teacher's education. There must be the only objective of teacher education to enhance present changes. The education policy (2009) ascertains that administrative and physical facilities are basic of quality education. Professional standard for teacher education were developed by Ministry of Education (2009). The study focused on present methods of teaching in Pakistan and proposed the pattern by which it can be molded according to world level.

Husnain I. (2005) in "Education, employment and economic development in Pakistan" described that the gap between the education sector and job market is leading problem in Pakistan. Our educational institutes are producing arts graduates neglecting the necessity of technical education. It is the major reason of unemployment in Pakistan. In technical and vocational sectors jobs are decreasing due to privatization of Government sector. Expectations of parents and regional quota system are another halting factor in job market.

Saeed (2007) in his paper "Education system of Pakistan and the UK: comparisons in context to inter-provincial and inter-countries reflections" described the contrast of education system prevailing in Pakistan and UK. Compulsory schooling is different in both the countries. Pakistan is not more advanced as the UK in learning and educational resources.

Rahman T. (2005) in study "passports to privilege: the English medium schools in Pakistan" described that the elite class recognized the power of English. They favour and confess the significance of national language in public but so far as the matter of education of their own children their criteria is different. It is the reason their children are more liberal and privileged.

### **Inequalities in Education**

Aziz S.A. and Ara A. (2013) in study "Impact of socio-economic status on the enrollment of girls' students in public sector schools of district west Karachi" described the elements influencing enrollment of girls. According to a study insecurity, poverty, parents and community approach are the factors which create obstacles in way of education of females. It is the requirement of time that government should start campaigns for the education of women. Because of so many political, religious, social and economic hurdles female students are unable to have educational facilities equal to male students. This is the reason for decreasing the enrollment of girl students in educational institutes. Moreover because of the security situation of Karachi girls students cannot travel freely and to take part in educational activities. An economic issue of parents is the other

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factor for decreasing the enrollment of girl's students in school. Parents prefer the education of boys than females because according to them in future boys will bear the responsibilities of their parents.

Salik M, and Zhiyong Z., (2014) in their research "Gender Discrimination and Inequalities in Higher Education: A case study of rural areas of Pakistan notices inequalities in higher education on the basis of gender. Due to double standard of society female high education is disregarded in Pakistan. For making progress equality is a major factor therefore quality without discrimination is need of hour. Factors such as early marriages, poverty, domestic work lack of resources and awareness are creating obstacles for the high education of females. Female should be motivated for high education. Government should ask to international organizations to support higher education of females.

Afzal M., But A.R, Akbar R.A., and Roshi S. (2013) in *Gender Disparity in Pakistan: A case of Middle and secondary education in Punjab* described the phenomena of gender inequality in the female rules society. Males get priorities in every field of life. Mostly the gender inequality is observed in primary and secondary schools of rural areas. Parents do not consider it necessary to send female child to school the result of which is gender disparity.

Hamid A., Akram N., Shafiq M., (2013) in study "Inter and Intra Provincial Educational Disparities in Pakistan" stated that the development of human resource is an essential to national growth and progress, and education is essential for the development of human resources. Education is the right of every male and female living in a country. Educational disparities give rise to the growth of poverty cycle.

### **Nature of Study**

Researchers used the mixed method approach in the study according to nature of data both the qualitative and quantitative techniques used for the purpose to collect data. Keeping in mind the complexity of topic both methods are used. Researcher used mix technique for the purpose to cover the multi-dimensions of study.

Researchers selected mix method research in accordance to the data nature to build comprehensive study. Qualitative and quantitative techniques mix to build this complex and complicated topic education system in Pakistan on strengths of both techniques to cover and analyze multi-dimensions of picture.

Firstly, quantitative techniques used and selected two universities taking BS Honors programs at Foreman Christian College University (Private), University of the Punjab (Public). These two universities offer undergraduate to post-graduate level educational programs. Multistage sampling opted to draw sample from both universities.

The number of honors program offered in Punjab University of the Punjab is greater than Honor program of Forman Christian College University, so those programs are selected which were offered by both universities. 50% programs were drawn from each sample university by simple random sampling. There are

total 75 departments and 36 departments are offering honor programs in University of Punjab (Lahore). There are 22 departments and 19 departments are offering Honor programs in Forman Christian College University (Lahore). There are 36 honors programs which are same in both universities and 6 honors program (50%) selected as sample from each sample university.

At second stage, sampling structures were designed by using information of sample departments. Because the size of class is different among departments of University of the Punjab so the sample established by researcher was stratified by size of class and researcher used different sampling ratios in different strata. Classes were categories in the sizes keeping in mind their sizes 50% samples of students were randomly drawn from the classes consisting of small and large sizes in University of the Punjab. There are three categories of class size; from 20-30 Students, 31-50 students and above 50 students.

Categories	Class Size	Sample
1	20-30 Students	10-15 Students
2	31-50 students	20-25 Students
3	Above students	30 Students

Very less difference was observed among the size of classes in Forman Christian College University; therefore round about 35% sample was taken from all the classes. In this section researchers conducted survey of 210 respondents (students). Distribution of quantitative data is described in the figure.

To analyze qualitative data the researcher used SPSS in this research study, because SPS effectively deals with the nature and tool of data which is used in this part.

In qualitative section, the researchers conducted interviews with the teaching faculty of university and students. The purpose to opt this approach was deep analysis of education system of Pakistan. Interview with teachers were conducted face to face and telephonic and were tape recorded. The interviews of teachers who belong to other provinces (except Punjab) were conducted by telephone.

The interviews of University of the Punjab students who belongs to other provinces was conducted in English and Urdu and was tape recorded. For this purpose, purposive sampling technique was adopted, because researcher selected difficult-to-reach population. It was not possible to make a list of all university teachers from four provinces and to sample them randomly from a list.

Researchers used personal contacts for locating persons those are teaching in universities. Different methods were used by the researchers for locating teachers.

Total 35 respondents were part of this sample of study 10 students and 25 university teachers were interviewed. The distribution of the qualitative data is described in the chart given below. In qualitative section interview guide is used as an instrument. Approximately two hours were given to each participant. It was a sufficient time for putting questions by the researcher on topic and for the

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respondents to take part in discussion and to answer of the questions. There was a detailed discussion between the researcher and respondents regarding the education system of Pakistan and its issues.

In qualitative analysis a researcher pointed out the themes, drawn sub-types and describe them in context of study with semantic relationship. (Neuman, 2015). In this study for qualitative analysis the researcher used domain analysis.

### **Quantitative Results and Discussion**

It includes tabulation of the data which deals with the impact of family socio-economic status on educational choices and respondent's perception about the Pakistan's education system. Scales (estimated and calculated) used for data analysis were prepared using statistical rules (keeping maximum and minimum value in range) (Antonius, 2003) , (Neuman, 2015). Mean values were used to evaluate overall perception of respondents and interpreted accordingly. Following standard scale is used in this analysis.

\*>3= High

\*\*3= Moderate

\*\*\*<3 = Low

### **Socio-Economic Status**

**Table 1 Socio-economic status of respondents (University Students) Families**

	Mothers Education	Fathers Education	Mother Occupation	Father Occupation	Monthly Household income	No of siblings completed/attending school level education	No of siblings completed or attending university level education	Locality
N Valid	210	210	210	210	210	210	210	210
N Missing	0	0	0	0	0	0	0	0
Mean	3.57		1.30	3.32	2.58	4.25	3.03	2.73
Variance	.803	1.039	.345	2.335	1.403	1.319	2.353	.448
Skewness	-1.252	-.124	1.965	-.438	-.175	-1.637	0.32	-2.140
Std. Error of skewness	.168	.168	.168	.168	.168	.168	.168	.168
Minimum	1	1	1	0	1	1	1	1
Maximum	6	6	4	5	4	5	5	3

Calculated Values= analyzing mean values

\*Minimum=07

\*\* Maximum=38

\*\*\*calculated mean=24.96

Overall Perception=  $\frac{\sum x}{n} = \frac{\text{sum of mean values}}{\text{No of mean values}} = \frac{24.96}{8} = 3.12$

The calculated overall perception value 3.12 is more close to the moderate category, which shows an overall average socio-economic status of respondent's family. Results show that an average socio-economic status is quite enough to receive university education and especially to attend Public Sector University.

Table 1 illustrates the mean value of each indicator used to evaluate socio-economic status of respondents. The resultant means values show that parent's

educational level is supporting factor for higher education of their child. Results indicate that educated parents with average monthly household income (50,000-100,000 Rs) are supporting (emotionally and financially) and taking interest in higher education of their children. Results clearly make this statement true that family as a social institution is playing its part to support institution of education in fulfilling social needs of education in present era.

### Rating Education System of Pakistan

Table 2 (a) Respondents Perception about Education system of Pakistan

	Rate Govt. school system	Rate private School system	Rate Cambridge school system	Rate Madrasah system of education	Rate curriculum offered in Pakistan	Rate education provides economic security	Rate Examination system	Rate Locally produced books	Rate Libraries and available reading material	Rate Methods of Teaching	Rate Research work standards	Rate Distance learning facilities /institutes	Availability of modern technological facilities in educational institutes
N Valid	207	207	205	206	208	208	207	208	208	210	208	208	209
N Missing	3	3	5	4	2	2	3	2	2	0	2	2	1
Mean	2.11	3.43	3.40	2.39	2.59	2.49	2.36	2.57	2.97	2.59	2.53	2.71	2.29
Variance	.963	1.024	1.436	1.089	.891	1.082	1.192	.971	1.057	.895	.888	1.124	.763
Skewness	.397	-.474	-.457	.196	.078	-.169	-.359	.180	-.202	.196	.007	.132	.454
Std. Error of skewness	.169	.169	.170	.169	.169	.169	.169	.169	.169	.168	.169	.169	.168
Minimum	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum	4	5	5	5	5	5	5	5	5	5	5	5	5

Calculated Values= analyzing mean values

\*Minimum=13

\*\* Maximum=64

\*\*\*calculated mean=34.43

$$\text{Overall Perception} = \frac{\sum x}{n} = \frac{\text{sum of mean values}}{\text{No of mean values}} = \frac{34.43}{13} = 2.65$$

The results of above table show that education system of the country lies somewhere in low and average category of standard scale opted for analysis. These results are inauspicious. The mean values of private and Cambridge school system lies in high category and suggesting the declining standards of public sector education. Results indicated that student's rate present education system of Pakistan as an average which might be leading and reason of rising numbers in brain drain phenomenon.

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**Functions of Education with Reference to other Social Institutions**

Perception of students is analyzed that is education as social institution fulfilling its prescribed functions and how other institutions are playing their part in supporting institution of education or creating hurdles.

**Institution of Education**

**Table 3 Social Functions of Education**

	Developin g aptitude	Legal rights awarenes s	Promotin g moral values	Improvin g standard s of living	Promotin g solidarity	Educated labor productio n to fill job slots	Increasin g income generatio n choices	Generatin g chances of upward social mobility
N Valid	209	210	210	207	210	208	207	208
N Missing	1	0	0	3	0	2	3	2
Mean	3.98	4.00	3.49	4.15	3.76	3.36	3.99	4.02
Variance	.711	.957	.969	.759	1.170	1.594	.689	.854
Skewness	-1.226	-.960	-.566	-.874	-.739	-.3909	-.958	-.937
Std. Error of skewness	.168	.168	.168	.169	.168	.169	.169	.169
Minimum	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5

Calculated Values= analyzing mean values

\*Minimum=8

\*\* Maximum=40

\*\*\*calculated mean=30.75

$$\text{Overall Perception} = \frac{\sum x}{n} = \frac{\text{sum of mean values}}{\text{No of mean values}} = \frac{30.75}{8} = 3.84$$

The results of above table show that results lie in high category of standard scale opted for analysis. These results are encouraging and suggest that education as a social institution is playing satisfactory role in personality and socio-economic development of a person despite the substandard system of education prevailed in the country.

**Institution of Government**

Government is part of social institutions and responsible for provision of education to the citizens. Following table analyzes its role towards prescribed responsibility of educating citizens.

**Table 4 Role of Government**

	Rate the steps taken by government to provide educational facilities	Rate the efforts taken by government to ensure quality teaching	Rate the efforts of government in minimizing existing regional disparity in education system of Pakistan	Rate the allocation of budget to education (Provincial & Federal)
<b>N Valid</b>	210	208	210	209
<b>N Missing</b>	0	2	0	1
<b>Mean</b>	3.01	2.99	2.06	3.09
<b>Variance</b>	1.737	.849	1.365	.908
<b>Skewness</b>	-.001	-.389	-.094	-.590
<b>Std. Error of skewness</b>	.168	.169	.168	.168
<b>Minimum</b>	1	1	1	1
<b>Maximum</b>	5	5	5	5

Calculated Values= analyzing mean values

\*Minimum=4

\*\* Maximum=20

\*\*\*calculated mean=11.15

Overall Perception=  $\frac{\sum x}{n} = \frac{\text{sum of mean values}}{\text{No of mean values}} = \frac{11.15}{4} = 2.79$

The results of above table show that role of government in supporting institution of education lies somewhere in low and average category of standard scale opted for analysis. These results are discouraging. Results indicated that institution of government needs to try hard to play its role in providing education to its citizen and must try to eliminate the reasons of rising regional disparity phenomenon in education system of the country.

## **Institution of Family**

**Table 5** role of institution of Family

	Is family fulfilling responsibility of its child education?	Does gender discrimination phenomenon exist in families in educating child?
N Valid	210	210
N Missing	0	0
Mean	3.51	3.55
Variance	1.246	1.368
Skewness	-.774	-.626
Std. Error of skewness	.168	.168
Minimum	1	1
Maximum	5	5

Calculated Values= analyzing mean values

\*Minimum=2

\*\* Maximum=10

\*\*\*calculated mean=07.06

$$\text{Overall Perception} = \frac{\sum x}{n} = \frac{\text{sum of mean values}}{\text{No of mean values}} = \frac{07.06}{2} = 3.53$$

The results of above table value shows two contradictory roles of family; it is fulfilling the responsibility of child education but on the other hand there is discrimination in educating female child. It indicates that family is contributing in gender discrimination in child education even in present time.

## **Qualitative Results and Discussion**

Researcher opted qualitative approach to get insight to in-depth explanation of social functions of education and challenges to education system of Pakistan and used pre-determined and emergent themes for analysis.

## **Expectations from Education**

Education system of Pakistan is facing a major problem of lack of awareness among planning and administrative bodies responsible of operating and managing education system of the country. Still after 70 years of inception of Pakistan they are unable to define the real expectations from education. So the study attempted to find out the real expectation of its beneficiaries. Respondents considered formal education as an important instrument of personal and professional development of an individual. Major expectations found in this study from respondents are described below.

## **Personal Development**

Personal development is an emergent theme considered important by educated person' as education is a multifunctional social institution.

One of the respondents stated,

“Formal education is an instrument to moral development of an individual and it enhanced one’s life skills to participate in practical life such as confidence.”

Another respondent stated,

“Education is a source of being literate, to get information and logical understanding.”

One of the respondents stated,

“It is expected from education that it will develop critical consciousness of individual to differentiate between good or bad, right and wrong and it enhances capability of learning through environment.”

## **Professional Development**

Another major expectation from education is that it provides chances of income generation to the individual and provides variety in means of productions.

One of the respondents stated,

“Education develops ability of problem solving especially to manage professional life problems.”

Another respondent stated,

“Education improves professional capability in an individual by improving critical thinking, creativity and problem solving approach.”

## **Diverse Systems of Education**

There are diverse systems of education prevailing in Pakistan at the same time such as Madrassah, Private and Public systems of education. This phenomenon is damaging our nation, everyone has different syllabus and different affiliations (religious organization, British Council etc.) with varying agendas. They are creating gap among literates through building different knowledge and characters.

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One of the respondents stated,

“Definitely, there is difference between the students of different education systems, such as way of thinking, life style, exposure and practical life skills. And the students from elite Cambridge schools are having all these abilities better than the students of other education system.”

Another respondent stated,

“Yes, there is difference between the students of different education systems regarding facilities and quality of education. I believe that Cambridge school system is developing argument building and creativity abilities among students.”

One of the respondents stated,

“Yes, differences among students exist in superficial/physical skills. But I disagree in case of educational differences because no education system is producing students with analytical and critical thinking and problem solving approach. Every system is producing passive students with only one orientation of lecture based learning.”

### **Curriculum**

Another considerable factor is curriculum and there is no uniform curriculum in education system of Pakistan. There is an argument that every institution is offering independent curriculum on the cost of hurting national unity and harmony. It is need of time to introduce uniform national curriculum.

One of the respondents argued,

“Curriculum offered here is burdening, curriculum committee need proper counseling to develop interesting and student oriented revised curriculum.it must be consistent with the professional needs of local context.”

Another respondent stated,

“Curriculum offered in education sector of Pakistan is overburdened in a sense that it is not challenging and interesting. It should be more open and flexible at primary level and interesting to attract and trap students rather than focusing on rote and cramming.”

Majority of the respondents stated that there is need to design uniform national curriculum to eliminate the educational disparity at all levels.

## **Assessment System**

Examination system is near to collapse and affecting whole system badly because of its links with teaching and curriculum content. Flaws in one definitely influence the quality of others.

One of the respondents argued,

“Present examination system just accesses the memories and ignores independent thinking. A person with good memory can easily pass exam. It does not provide chance of developing critical analyzing abilities.”

Another respondent stated,

“Present examination system does not have fix evaluation criteria, teachers are overburdened with no time asses each student differently. Another reason is missing accountability system for teachers leading to major issue of corruption in examination.”

From discussions with respondents it is assessed that majority of the respondents believed that examination system should be able to test moral and professional skills development which are major expectations. It should be based on the approach to test competency not memory. Memorizing specific questions and believing on guess questions contributed to the development of passive toppers and competitors. There is dire need that policy makers introduce constructive learning approach.

## **Regional Disparity**

Differences in funding and facilities across provinces given rise to regional disparity with huge differences of literacy rates and this disparity cause huge imbalance in nation.

One of the respondents stated,

“In some areas there are huge numbers of schools/colleges (public and private) more than need of the population and in many areas number of school/colleges is very low. Even in few areas student traveled long hours to reach school or college.”

Another responded added,

“The facilities provided in the area are insufficient. No free books or scholarships are provided at school level. Infrastructure is developed, but teachers are missing.”

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One of the respondents had a surprising opinion and stated,

“Medium of Instruction used in educational institutes is regional language (Balochi), that’s why student who completed school education cannot understand and fluently speak national language (Urdu) and Official language (English).It is suggested that at least medium of instruction should be national language to make students competent for higher education.”

### **Limitations of the Study**

- This study only discussed functions of education as social institution with relation to basic traditional social institution such as family, economy and government ignoring other modern institutes of media, health etc.
- The study included the small sample size with specific composition (students and teachers) and excluded family members or policy makers etc. are excluded which limits the scope of the study.

### **Conclusion**

The study investigated the socio-economic status of students to afford higher education in Pakistan and findings suggested that families with an average socio-economic status are supporting and sending their children to higher education institution especially of public sector. Majority of educated parents are motivated to send their all children to acquire education as they are well aware of importance of education. Present study also tried to evaluate the perception of respondents about education system of Pakistan. Unfortunately due to diverging challenges study indicated education system of Pakistan is an average and not up to mark in perception of respondents (university students and teachers). Study examined the perception of student about social functions of education including other basic social institution and suggested that education is playing a positive role in personal development and to somehow a satisfactory role in professional development. As findings relevant to the institution of government indicated average role of government and suggested the need of more practical steps for development of education sector. Findings suggested that family institution is playing two contradictory roles, on one hand it is supporting and contributing to education of their child but on other hand there is discrimination is educating girl child. As the huge number of females are acquiring higher education and opted various professions. But still male child are priority by the parents in acquisition of education and participation in income generation activities. Study indicated miscalculated expectations from education by the policy makers, revision of curriculum, faulty examination system, increasing regional disparity and diverse systems of educations as major challenges to education system and hindering its performance. On priority bases the authorities responsible for provision of

education should resolve these problems to develop a strong education system for the nation.

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