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In relationship of Nature of Schooling with Accessibility and Quality of Education at the Secondary School Level

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Abstract

This study describes the relationships between the nature of schooling in public and private schools and its impacts on accessibility and quality of education at secondary-level schools. Despite the Constitution of free and compulsory education, many children are out of school in Pakistan, with disparities in education access heavily influenced by socio-economic status. A quantitative research design was employed to collect the data from 200 students and 100 teachers from public and private secondary schools comprising a structured questionnaire adapted from previous studies to assess the key indicators of affordability, physical accessibility, teachers' qualifications, learning resources, and overall student outcomes. The instruments were authenticated by an expert review and a pilot study, both of which confirmed their relevance and clarity. Furthermore, reliability was checked by applying Cronbach's alpha where all constructs had scores higher than 0.70. Hence, it is evidence of acceptable internal consistency. The analysis was conducted on SPSS—descriptive and Inferential statistical analysis. The study revealed significant inequalities in educational access and quality between public and private institutions, highlighting the socioeconomic status, to address an immediate need for interventions that focus on these inequalities and improve outcomes for all students in Pakistan. This study also suggests that the Pakistani education system should develop long-term educational policies, focusing on equitable resource allocation to public institutions, rural communities, and marginalized groups. It emphasized on the importance of community involvement, increased capacity, and transparency in budgeting.

Keywords: Nature of Schooling, Accessibility of Education, Quality of Education, Secondary Education.

Introduction

Pakistani education system provides free and compulsory education to children aged five to sixteen has been recognized as a fundamental requirement for social and economic development under Article 25-A of the Islamic Republic of Pakistan's Constitution (Kapoor, 2021). The first five years of schooling are designed for the development of children's basic reading and learning skills. Organizations, attitudes, and behavior all have an impact on availability and accessibility (Nohri & Kazimi, 2023). Human capital in education is the only way for responsible individuals to contribute to a nation. Pakistan's founding successive administrations have always placed a high priority on education.A nation's or a country's ability depends on its educational system. Therefore, it is believed that education is essential to reducing poverty, increasing production, enhancing living conditions, safeguarding the environment, and producing educated citizens. The primary objectives and commitments of the current government include removing all forms of discrimination against women, promoting community mobilization, enhancing partnerships between the public and private sectors, removing poverty promoting integrated human development, and ensuring universal access to high-quality education (National Education Policy, 2017).

Most remarkably, Pakistan has the second-highest percentage of out-of-school children globally, after Nigeria: In 2017, 22.7 million children in Pakistan, aged five to sixteen, or 44% of the population, did not attend school. Attrition rates significantly rise as kids move up the educational ladder (Hunter, 2022), as the table below illustrates.

Out-of-School Children by Stages of Education (in Millions)			
STAGE OF EDUCATION (GRADES)	ENROLLED	OUT-OF-SCHOOL	PERCENTAGE OUT OF SCHOOL
Elementary (1–5)	18.4	5.0	21.3
Middle (6–8)	6.3	6.5	50.9
Secondary (9–12)	4.8	11.3	70.0

Source: Ministry of Federal Education and Professional Training, Pakistan

Education in Pakistan: A Crisis and Its Main Obstacles

According to Sohail (2024), Pakistan's education problem, a major barrier to the nation's socioeconomic development, taints the nation's hopes for progress and prosperity. Despite decades of international help and political upheavals, the country nevertheless faces persistent issues that pose a threat to its educational system. According to Article 25-A of the 18th Amendment, "the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law," guaranteeing the right to an education.

Barriers to Quality and Accessibility

The quality of education is declining, and over a decade later, this constitutional guarantee has still not been upheld. An estimated 22.8 million children between the ages of five and sixteen do not attend school, making up about 44% of the total population in this age group. According to UNICEF Pakistan has the second-highest number of out-of-school children (OOSC) in the world. Between the ages of five and nine, five million children do not attend school. The number of OOSC doubles beyond primary school age, and 11.4 million children have no formal education between the ages of 10 and 14 (Sohail, 2024).

Economic Barrier to Education

According to Sohail (2024), Pakistan's education crisis is greatly influenced by economic issues. One of the biggest obstacles is poverty, as many families choose the short-term financial gains from child labor over the long-term benefits of schooling. The government's insufficient investment in education exacerbates this financial burden. The Economic Survey 2023–24 states that Pakistan devotes only 1.5% of its GDP to education, which is significantly less than the 4-6 percent that UNESCO recommends. In contrast to the global average of 4.4%, the government only allocated 1.7% of its GDP to education in 2022. This ongoing underfunding results in a significant lack of resources for schools, instructors, and educational programs ("Education," 2023).

Social or Cultural Aspects in Gender Inequalities

Pakistan's sociocultural factors have a great impact on the issues of education; even sometimes, they become a significant reason to obstruct educational progress. There are notable gender disparities, and social conventions and customs usually give boys' education more weight than girls do. In certain places, early marriages, domestic responsibilities, or safety concerns keep girls from going to school. According to UNESCO, there are approximately 10.7 million boys and 8.6 million girls enrolled in primary education, but by lower secondary school, the numbers drastically drop to 3.6 million boys and 2.8 million girls. Low enrolment rates, which stem from archaic mind sets and a lack of awareness about the benefits of education, perpetuate the cycle of educational neglect and social deprivation (Sohail, 2024).

Education Inequalities by Region

Sohail (2024) discusses that the geographical factors become the reason for educational inequalities, as compared to metropolitan areas, rural areas have a lot fewer resources and produce much lower outcomes. The dedication to education varies by province, resulting in varying accomplishments

throughout the nation. For instance, Baluchistan and Sindh have some of the highest dropout rates and the lowest literacy rates. According to UNICEF, girls make up 58% of Sindh has most disadvantaged children, and 52% of them do not attend school, 78 % of girls in Baluchistan do not attend school, making the situation there far worse. These differences highlight the critical need for focused interventions and fair education to guarantee that every child, wherever they may be in the globe, obtains a first-rate education.

Broader-Based Socioeconomic Impacts

Wide-ranging socioeconomic effects of this schooling problem include increased unemployment and poverty perpetuation. According to the World Bank, income increases the chances of higher levels of education. However, the low literacy rate of 59% in the country indicates that a sizable section of the populace lacks fundamental skills, impeding progress as a nation. The current issue in Pakistani education is due to gender inequality, as evidenced by the Pakistan Labor Force Survey, 2020–21, which shows that only 22% of women are employed, compared to 82% of men. This glaring inequality affects social empowerment and community well-being in addition to impeding economic growth. For Pakistan's socioeconomic stability and long-term growth, these educational shortcomings should be addressed (Sohail, 2024).

Structure of Pakistani's Educational System

Pakistan's educational system is typically broken down into six categories: preschool, primary, middle, and secondary (leading to the Secondary School Certificate or SSC), intermediate (leading to a Higher Secondary School Certificate or HSSC), and university programs. The Higher Education Commission oversees all colleges and institutions that provide degrees. Pakistan's educational environment is diverse, with a wide range of institutions providing formal education to its citizens. However, there are differences in the quality of education depending on things like the curriculum and the language of instruction, which might be both Urdu and English. Access, quality, infrastructure, and opportunity inequality are just a few of the major problems that the education sector continues to face despite continuous efforts to improve it. Achieving sustainable development requires education, which is a fundamental human right. It serves as a doorway to more economic, political, and social prospects as well as an enhanced quality of life (UNESCO, 2021).

Nature of Schooling

According to the Pakistan Institute of Education (2022), there are a total of 313,418 educational institutions in Pakistan, encompassing various levels and types. Among these, 227,506 institutions (73%) are formal schools ranging from primary to upper secondary levels, while 43,613 (14%) are religious schools or Deeni Madaris. Additionally, 25,106 (8%) are classified as non-formal basic education institutions, 10,087 (3%) are education foundations, 4,182 (1%) are technical and vocational institutes, and 2,487 (1%) are degree colleges. Pakistan also has 217 Teacher Training institutes and 220 universities. There are 54,870,964 students enrolled in Pakistan at all levels and in all types of classes. In Pakistan, there are 2,139,631 institutions of all kinds and levels.

Accessibility of Education

Education is the single most powerful tool for the progress and development of humanity. It contributes significantly to the overall economic development of the country in addition to guaranteeing the socioeconomic progress of the public. The youngest residents of a state receive secondary education, which equips them with the knowledge and abilities needed to navigate the challenges that lay ahead for them in life (Fatima, Ullah, & Zafar, 2024). The Annual Status of Education Report (ASER) 2023 states that access to high-quality education in Pakistan is dependent upon household wealth and income. If you are wealthy, you can obtain high-quality education; if not, you may be among the 25.3 million children who do not attend school or may only have access to low-quality education. This disparity is not surprising, it is well known, that Pakistan's educational system is incredibly dispersed, diversified, and split. For policymakers and the public, the crucial issue is balancing these realities with the guarantee of the fundamental right to education (as stated in Article 25A of the Constitution) ASER-Pakistan (2023).

Quality of Education

Pakistan has experienced problems with access and quality since gaining independence in 1947 due to a shortage of educational facilities and trained teachers. Different educational policies have been implemented to address educational issues in Pakistan. These policies are significant but varied in different regimes within their size and objectives. It is believed that the demand for high-quality

education exceeds the capacity of Pakistan's current educational system to fulfill (Amir, Sharf, & Khan, 2020).

Secondary School Level

In Pakistan, secondary schooling represents the highest level of formal education. It acts as a base for further secondary education, which provides professional education and career development beyond the framework of secondary education. For a child, this is significantly more crucial for their development and future opportunities than is commonly believed.

Educational Equity

Education equity is a political necessity for social justice, not merely a matter of policy or practice. Disparities in educational access and achievement impede the development of a truly equitable and inclusive society by perpetuating larger socioeconomic inequities. It will need coordinated efforts at the individual, institutional, and systemic levels, based on a dedication to justice, equality, and human dignity, to address these discrepancies. Prioritizing educational equity can create a more successful and just future, where everyone has the opportunity to develop and contribute positively to society. Equity is a moral requirement and the foundation of a democratic and equitable society as we address the complexity of the educational system (Pakistan Today, 2024).

Socio-economic Barriers

The term "socioeconomic status" (SES) describes how a students' financial and educational backgrounds influence their lives. It directly affects geographic location, occupation, and level of education. SES is generally divided into three categories: low, middle, and high class (Jan & Azzam, 2024). Access to social and financial support is becoming more widespread for every individual. Access to education and educational resources is restricted for those with lower socioeconomic status (Yasin, Shaheen, Hasan, & Yasmin, 2023). Moreover, a lack of resources and other distractions make it difficult for students from low socioeconomic backgrounds to concentrate in class. Hunger, neighborhood violence, child labor, cultural hurdles, and extra home duties are some of these issues (Khan et al., 2024).

Research Objectives

1. To assess the effectiveness of government policies in enhancing both the accessibility and quality of secondary school levels.
2. To examine the relationship between teachers' access to resources and their ability to deliver the quality of education at the secondary school level.
3. To investigate the relationship between students' access the educational resources and the quality of education they receive at the secondary school level.

Research Questions

1. What is the effectiveness of government policies in improving both accessibility and quality at the secondary school level as measured through teacher and student perceptions?
2. What is the relationship between teacher's access to resources and their ability to deliver the quality of education at the secondary school level?
3. What is the relationship between students' access the educational resources and the quality of education they receive at the secondary school level?

Role of Secondary School Level

According to Umar (et al., 2023), Public secondary schools in Punjab are essential for educating children and preparing them for post-secondary education and the workforce, despite their difficulties. These educational institutions provide students from many backgrounds with an invaluable chance to learn, grow, and give back to the community (Parveen et al., 2020). Overall, Punjab's public secondary schools are an essential component of the province's educational infrastructure. These schools may continue to offer high-quality instruction and enable students to realize their full potential by tackling the issues at hand and actively seeking out possibilities for improvement (Rizwan et al., 2021).

The quality of schools is often based on physical size, extracurricular, and graduation rates. However, the quality of formal education in schools is a system that depends on the quality of components and processes. The purpose of school-based quality improvement management is to improve the quality of education in general, including learning, curriculum, human research, and services. Teachers, students, and teaching materials are the dominant elements in the learning process. The principal's role in improving education is explained by using a systems approach, providing clear

management input, and understanding and implementing roles such as manager, leader, educator, entrepreneur, supervisor, administrator, reformer, regulator, and motivator (Romlah & Latief, 2021).

The Barriers to Access the Quality of Education

Nohri & Kazimi (2023), state there is a gap in research on basic education attendance that examines the reasons children may not enroll, including the reasons such as gender, poverty, and child labor. Increasing access to issues of basic education depends on several issues, such as teacher quality, school infrastructure, resources, gender inequality, and social and cultural standards. Poverty, gender, and location are the main causes of school dropout and absence in children. There are many socioeconomic explanations for why children have never attended school, including the educational background of the parents, family income, and the physical facilities of the institution. These elements could influence student access as well as instruction and learning. In addition to financial constraints, the main factors slowing down access to education are supply-side, demand-side, sociocultural, and issues with government ability, finance, and governance (UNESCO, 2021). The quality of education and the quality of instruction are correlated. However, there is typically a teacher shortage in public schools, particularly in critical disciplines like science, math, and special education. These shortages are found in districts with fewer resources, where wages and working conditions are lower. Furthermore, high turnover rates and a lack of experienced teachers may jeopardize the quality of education since new teachers may struggle to run the classroom and apply effective teaching strategies (Southworth, 2024).

Socioeconomic Development through Education

Education plays an important role in the promotion of Social and Economic development, when quality education is promoted, it will enable people to realize their full capabilities because the young people will possess skills important for economic development and fighting poverty. According to the Asian Development Bank (2019), human capital development is one area that is very important for effectiveness and innovation in a bid to prevent any Dow Jones regions from territorial economic growth or decline. Thus, Education transformed the positions of some lower caste communities who would have otherwise remained at the lower hierarchy in the social structure of the country and engaged them in productive economic activities which in turn encourages social cohesion thus education is of great importance (UNESCO, 2021). This is even more so because, in the country of Pakistan's internal policy, there is an extended awareness of the globalization of education considering the huge divides existing within the urban and rural areas, and within public and private schools (World Bank, 2019).

Additionally, education is responsible for high statistics regarding the welfare of society, for example, it is known that the inequalities of access to such high-quality education reach a level where it hampers the progress of society and the economy over a longer period (Batool, Kalsoom and Habiba, 2023). In this process, not only does it empower individual members of society, but it also makes the advantages available to the whole community. As the Sustainable Development Goals (SDGs) are set for Pakistan that pursue, especially Goal 4, which provides quality education for all, it becomes imperative to consider education quality as a cornerstone of the overall development of the country (UNESCO, 2021).

Asian Development Bank (ADB) Report

According to the Asian Development Bank (ADB), Pakistan has a lack of opportunities for professional development and career advancement possibilities, which presents serious issues for the country's teaching workforce. Approximately 25% of instructors leave their jobs because teaching is an unattractive career choice. The frequency of turnover and the low pace of replacement compound the issues in teacher problems related to the deployment of teachers. The Bank suggests ending the practice of elevating highly effective teachers to managerial or administrative roles, supporting a merit-based system that links teacher advancement and career advancement to teaching efficacy, and expanding the capabilities of teacher preparation programs. To eliminate disparities in student-teacher ratios and decrease multi-grade teaching, a uniform geographic distribution of instructors across school levels is required. The school education departments in the provinces of Sindh and Punjab, respectively, have focused their efforts on reducing teacher absences by using biometric technology and the imposition of penalties for irregular attendance (Farooq, 2023).

Out-of-school children (OOSC)

According to the Pakistan Bureau of Statistics (2022), the total of both public and private schools is 313,418 (including 2,088 other public) across all levels in the school level system. A total of 176,184 (56.2%) schools belong to the public sector and 137,234 (43.8%) schools belong to the private sector. There are 26.2 million out-of-school children in Pakistan. In Punjab, KPK, Balochistan, and ICT there are 11.73 million, 7.63 million, 3.63 million, and 0.08 million. At the secondary level 60% of children are not attending school additionally 44%, 30% and 36% of high, middle, and primary-level children are out of school. The access to education in Pakistan is affected by economic disparities, because children from low socio-economic backgrounds or poor families are most disadvantaged, with a high percentage of OOSC at all levels (Pakistan Bureau of Statistics, 2022).

Global and Domestic Efforts in Improving the Quality of Education

Educational quality is a primary concern for UNESCO, which has worked to ensure access to high-quality education worldwide. It has long been believed that Pakistan's educational system has significant flaws in delivering high-quality instruction and low student participation. Because the policies placed greater emphasis on UPE and educational access than on educational quality. The federal and provincial governments have implemented various measures to improve the quality of education as part of their commitment to achieving Goal 4 of the Sustainable Development Goals. These measures include increasing access to education through the establishment of new schools, including facilities in existing schools; improving the learning environment by providing basic educational facilities, digitizing educational institutions, increasing their resilience to unforeseen circumstances, encouraging distance learning, building teacher capacity, and hiring more teachers—especially science teachers to address the issues of science education (Government of Pakistan, Ministry of Education, 2023).

Government Policies and Reforms

According to the Government of Pakistan, Ministry of Finance (2023), the literacy rate has improved over a year. Pakistan is committed to achieving SDG Goal 4, which focuses on the quality of education and calls for universal literacy and numeracy, the eradication of discrimination, the provision, and enhancement of infrastructure, skill development for long-term growth, equitable education, and the growth of teachers' professional capacity. Moreover, The National Education Policy Framework 2018 emphasizes measures to enhance the quality of education. One of the primary challenges facing Pakistan in achieving its educational objectives is the governance and management of the education sector. The Federal Ministry will differentiate itself from the other education departments by reorganizing the priority areas and carrying out all priority policy actions in the Federal Directorate of Education (FDE) schools. Another significant Federal Ministry initiative will be to enhance the capacity of education information systems to facilitate better policymaking and implementation (Ministry of Federal Education and Professional Training, 2018).

Educational Policies and Reforms

The National Education Policy Framework 2018 contains useful strategies that can improve Pakistan's educational system. The administration and regulations of the educational system have a significant impact on the attainment of educational goals. The Pakistani government (2018) states that to address these issues, the Federal Ministry intends to adjust its organizational structure in line with a few core principles and ensure that these are implemented throughout the Federal Directorate of Education (FDE) Shah schools. According to Pakistan Education Statistics (2020), further measures are to improve policy decision-making and execution by expanding the information systems for education policies. The implementation of reforms from 2019 to 2024, for instance, showed Pakistan's continued dedication to improving educational experiences. Enhancing the administration, quality, and financial management of the province's schools while simultaneously educating many residents are the objectives of the Sindh School Education Sector Plan and Roadmap (2019–2024) (World Bank, 2019). The Global Partnership for Education (GPE)'s Knowledge and Innovation Exchange (KIX) initiative is responsible for improving educational systems in developing nations. These developments align with Sustainable Development Goal 4 (SDG 4), which promotes universal access to high-quality education (UNESCO, 2021). There is also a push to establish a single core national curriculum to lessen the differences between public and private education systems and give the public more fair educational opportunities (Asian Development Bank, 2020).

Challenges in Implementing Educational Policies and Reforms

The Pakistani government developed several policies and processes to solve the issues facing its education system, yet there are still problems with their execution. Increasing access to education in Pakistan was the goal of the National Education Policy, which the Pakistani government previously introduced. However, the administration failed to implement this program, which is why the nation's education system did not noticeably improve. However, reforming education in Pakistan is a difficult undertaking. The nation has logistical and administrative difficulties. The corruption, bureaucratic red tape, and the government's inability to hold itself accountable in Pakistan are impeding efforts to improve education. Addressing these execution issues is essential to ensuring that government initiatives will contribute to the advancement of Pakistan's educational system (IRA Tech Solutions, 2024).

Challenges in the Education Sector

There are some challenges that the education sector is facing in Pakistan. The challenges are the following:

The Role of Education in Promoting National Development

The success of any nation relies on the development of its education system. However, Pakistan's educational system has many challenges that prevent it from realizing its full potential. Some of the issues facing Pakistan's educational system include socioeconomic factors, quality of education and accessibility, and government initiatives to solve these issues (IRA Tech Solutions, 2024).

Historical Factors Contributing to Educational Inequality

Pakistan has had several educational hurdles throughout its history, beginning with colonial policies that disregarded the need for education among the native population and continuing with the nation's current problems with educational equality. We may be able to learn more about the underlying reasons for the nation's current problems by studying past events (IRA Tech Solutions, 2024).

Methodology

This study, focused on the relationship between the nature of schooling (public and private) and the accessibility and quality of education at secondary-level schools. A systematic approach was employed to ensure that the research design aligned with the objectives and effectively addressed the research questions. A quantitative, descriptive research design is employed, which is suitable for analyzing the relationship between various variables such as the nature of schooling (Public vs Private) and the quality and accessibility of education at the secondary level. This study combines descriptive methods to understand the current state of education. The target population of the study was secondary-level school students and teachers from both public and private schools in Pakistan. This study focused on 9^{th} and 10^{th} grade students and their respective teachers. The population was chosen due to its relevance to the research objectives and questions. A Stratified random sampling technique has used to represent the demographic information, including different socio-economic backgrounds, genders, and types of schools (e.g., public vs private). The sample comprised 300 participants including 200 students and 100 teachers, ensuring that both groups were sufficiently represented to get comprehensive data to study variables. The questionnaire includes three sections: demographic information, quality of education, and accessibility of education. Validity and reliability were ensured by adapting questions from previously validated instruments and conducting pilot testing. A total of two questionnaires were used to collect data one was used for Teachers and the other for Students. Participants were briefed about the purpose of the study ensuring confidentiality, and ethical consideration. Clear instructions were given to the participants to ensure understanding and encourage them to give honest responses. Data was collected. The questionnaire used a 5-point Likert scale and used SPSS for statistical analysis.

Findings and Results

The study was designed to determine the relationship of the Nature of Schooling with Accessibility and Quality of Education at the Secondary School Level. Collected data was analyzed by using descriptive and inferential statistical analysis. Afterward, analyzed data was presented in a table with their interpretation. Descriptive statistics are used to describe the basic features of the data in a study. Descriptive statistics are the properties of a data set. It represents the data. Descriptive statistics are used before formal inferences are made (Evans, 2004). The data set comes from a sample. A sample comes from the population. It summarizes data organized by describing the relationship between variables in a sample or population. The following table shows the frequencies, means, and standard

deviation of the variable under study. Mean scores for each scale were obtained by summing and averaging items.

What is the effectiveness of government policies in improving both accessibility and quality at the secondary school level?

Teachers' Accessibility of Education Scale

Table 1

Descriptive statistics regarding teacher perception regarding Accessibility and Affordability in Schools

Statement	N	Minimum	Maximum	Mean	SD
I believe that students in my school have easy access to educational resources, including books and materials.	100	1.00	5.00	3.3250	1.34851
In my view, the school is located at a convenient distance for students in the community.	100	1.00	5.00	3.7700	1.04306
I observe that there are sufficient transportation facilities available for students in my school.	100	1.00	5.00	3.6600	1.12115
Financial assistance is available for students who need it.	100	1.00	5.00	3.9100	1.23169
The school environment is inclusive for all students in my school.	100	1.00	33.00	4.1800	3.07279

Table 1 presents teachers' perceptions of accessibility and affordability in schools. The mean scores range from 3.33 to 4.18, reflecting varying levels of agreement. Students moderately agreed that educational resources are accessible (M = 3.33, SD = 1.35) and that the school is conveniently located (M = 3.77, SD = 1.04). They also reported a generally positive perception of transportation facilities (M = 3.66, SD = 1.12) and financial assistance availability (M = 3.91, SD = 1.23). The highest mean score was for the school's inclusive environment (M = 4.18, SD = 3.07), although the large standard deviation suggests varying opinions.

Table 2

Descriptive statistics regarding teacher perception regarding School Capacity and Equity

Statement	N	Minimum	Maximum	Mean	SD
In my school, there are enough seats to accommodate all students who want to enroll.	100	2.00	5.00	4.2300	.94125
My school has the facilities (ramps, accessible classrooms) that cater to students with disabilities.	100	1.00	5.00	3.7400	1.13369
The admission policies of my school are fair and transparent.	100	1.00	5.00	3.9100	1.24799

Table 2 presents teachers' perceptions of school capacity and equity. The majority of students agreed that the school has sufficient seating for all those wishing to enroll (M = 4.23, SD = 0.94). The school's facilities for students with disabilities, such as ramps and accessible classrooms, received a moderate rating (M = 3.74, SD = 1.13), suggesting some areas for improvement. Additionally, students expressed general agreement with the fairness and transparency of the school's admission policies (M = 3.91, SD = 1.25), indicating positive perceptions of equity in the admission process.

Table 3

Descriptive statistics regarding teacher perception regarding Government Policies and Support for Accessibility

Statement	N	Minimum	Maximum	Mean	Std. Deviation
I see that government policies help ensure that all students have access to school education.	100	1.00	5.00	3.8800	1.04717
My school follows government guidelines regarding student enrollment and accessibility.	100	1.00	5.00	3.7400	1.13369
I am aware of the government's financial assistance programs (scholarships, stipends, etc.) for students.	100	1.00	5.00	3.9100	1.24799
I believe that government policies ensure that	100	1.00	5.00	4.1800	1.06723

students with disabilities receive the support they need to learn.					
In my opinion, government policies have positively impacted student enrollment in schools.	100	1.00	5.00	3.7400	1.13369

Table 3 shows that teachers generally have a positive view of government policies on accessibility and support. They agree that these policies ensure access to education (M = 3.88), follow enrollment guidelines (M = 3.74), and are aware of financial assistance programs (M = 3.91). Teachers also strongly believe that policies support students with disabilities (M = 4.18) and positively impact student enrollment (M = 3.74). These results highlight teachers' acknowledgment of the government's role in promoting education access and inclusion.

Teachers Quality of Education Scale

Table 4

Descriptive statistics regarding teacher perception Teacher Qualifications and Experience

Statement	N	Minimum	Maximum	Mean	Std. Deviation
I feel adequately supported in delivering quality education to my students.	100	1.00	5.00	3.9100	1.24799
My school provides numerous opportunities for my professional development as a teacher.	100	1.00	5.00	3.6800	1.22993
Most teachers in our school hold professional teaching certifications.	100	1.00	5.00	3.6900	1.21185
In my school, teachers with professional qualifications demonstrate better teaching and assessment skills.	100	1.00	5.00	3.7100	1.20013
Teachers with professional teaching qualifications in our school maintain better records of students and their performances.	100	1.00	5.00	3.7200	1.20672

Table 4 shows that teachers generally feel supported in delivering quality education (M = 3.91), with moderate satisfaction regarding professional development opportunities (M = 3.68). Teachers also believe that most of their colleagues hold professional teaching certifications (M = 3.69) and that teachers with professional qualifications demonstrate better teaching and assessment skills (M = 3.71). Additionally, teachers perceive that qualified teachers maintain better records of student performance (M = 3.72). Overall, these results suggest a positive perception of the impact of teacher qualifications on teaching quality and student assessment.

Table 5

Descriptive statistics regarding teacher perception regarding learning resources

Statement	N	Minimum	Maximum	Mean	SD
My school provides necessary resources for effective teaching, including technology and materials.	100	1.00	5.00	3.6800	1.22993
This school regularly reviews courses to ensure they meet quality standards.	100	1.00	5.00	3.6900	1.21185
The curriculum of my school meets the standards required for secondary education.	100	1.00	5.00	3.7000	1.20185
Classrooms are well-maintained and create a conducive environment for learning.	100	1.00	5.00	3.5200	1.32939
As a teacher, I believe it is my responsibility to share all educational resources that I create.	100	1.00	5.00	4.0300	1.32158

Table 5 presents teachers' perceptions of learning resources in their schools. Teachers feel that their school provides necessary resources for effective teaching, including technology and materials (M = 3.68). They also believe that the school regularly reviews courses to ensure they meet quality standards (M = 3.69) and that the curriculum aligns with secondary education standards (M = 3.70). However, teachers perceive classrooms as less well-maintained (M = 3.52). On a positive note, teachers feel a strong sense of responsibility to share the educational resources they create (M = 4.03), indicating a collaborative approach to resource sharing.

Table 6

Descriptive statistics regarding teacher perception Learning process and Effectiveness

Statement	N	Minimum	Maximum	Mean	SD
I always feel well-prepared for each lesson I teach.	100	1.00	5.00	3.6400	1.21039
Class sizes are manageable, allowing for effective teaching and personalized attention to students.	100	1.00	5.00	3.6400	1.20202
Student-centered teaching methods are used effectively in the school.	100	1.00	5.00	3.6100	1.20517
My assessments improve students' learning outcomes.	100	1.00	5.00	3.6200	1.20420

Table 6 presents teachers' perceptions regarding the learning process and effectiveness in their school. Teachers generally feel prepared for each lesson they teach (M = 3.64). They also find class sizes manageable, allowing for effective teaching and personalized attention (M = 3.64). Student-centered teaching methods are perceived as being used effectively (M = 3.61), and teachers believe their assessments positively impact students' learning outcomes (M = 3.62). These responses suggest that teachers feel reasonably confident about their preparedness and teaching effectiveness, with a focus on student-centered methods and assessment-driven improvement.

Table 7

Descriptive statistics regarding teacher perception regarding student performance and Preparedness

Statement	N	Minimum	Maximum	Mean	S D
Students at my school perform well academically.	100	1.00	5.00	3.6200	1.20420
The school contributes to the development of life skills among secondary school students.	100	1.00	5.00	3.6500	1.20080
Students meet the required academic and behavioral standards.	100	1.00	5.00	3.6400	1.21039

Table 7 presents the descriptive statistics for teachers' perceptions regarding student performance and preparedness. The mean scores indicate that teachers generally perceive students as performing well academically (M = 3.62), with the school contributing positively to life skills development (M = 3.65) and students meeting the required academic and behavioral standards (M = 3.64). The standard deviations (around 1.20) suggest moderate variability in teachers' responses, indicating that while the overall perceptions are positive, there is some diversity in how teachers view these aspects of student performance and preparedness.

Student's perception of Accessibility and quality of Education Scale

Table 8

Descriptive statistics for Students' perception regarding Accessibility and affordability

Statement	N	Minimum	Maximum	Mean	SD
My school is located at a convenient distance from my home.	200	1.00	5.00	3.0600	1.64314
I believe that geographical locations affect students' ability to attend school.	200	1.00	5.00	2.7600	1.40079
The available transportation options make it easy for me to attend school regularly.	200	1.00	5.00	3.3150	1.29389
The school's tuition and other fees are affordable for students.	200	1.00	5.00	3.6050	1.22330
There are adequate scholarships or financial aid opportunities for students.	200	2.00	5.00	4.0800	.88175
I am aware of financial aid or scholarships offered by my school.	200	1.00	5.00	3.6200	1.25838
I have faced difficulties in continuing my education due to financial restrictions.	200	1.00	5.00	3.8200	1.20618

Table 8 highlights students' perceptions of accessibility and affordability. While school location (M = 3.06) and transportation (M = 3.32) received moderate agreement, financial aspects like affordability (M = 3.61) and scholarships (M = 4.08) were rated higher. Awareness of financial aid was moderate (M = 3.62), but financial constraints (M = 3.82) remain a significant challenge, highlighting the need for better support.

Table 9

Descriptive statistics regarding student perception of School capacity and Equity

Statement	N	Minimum	Maximum	Mean	SD
The school has enough seats to accommodate all students who want to enroll.	200	1.00	5.00	3.7500	1.24711
The school has facilities (ramps, accessible classrooms) that cater to students.	200	1.00	5.00	3.7400	1.20401
The admission policies of the school are fair and transparent.	200	1.00	5.00	3.8000	1.21961

Table 9 Positive perceptions of the school's capacity and inclusivity. Students moderately agreed that the school has sufficient seating to accommodate all applicants (M = 3.75, SD = 1.25) and facilities that cater to diverse needs (M = 3.74, SD = 1.20). Additionally, the admission policies were perceived as fair and transparent (M = 3.80, SD = 1.22). These findings suggest the school is generally equipped to support student enrollment and accessibility.

Table 10

Descriptive statistics regarding student perception of Government Support and Resources Accessibility

Statement	N	Minimum	Maximum	Mean	SD
Government policies help ensure that all students, including myself, have access to school education.	200	1.00	5.00	3.4250	1.46804
I am aware of the government's financial assistance programs (scholarships, stipends, etc.).	200	1.00	5.00	3.5400	1.34067
Government-provided textbooks and learning materials are available and adequate for my studies.	200	1.00	5.00	3.7900	1.24242

Table 10 illustrates students' perceptions of government support and resource accessibility. Moderate agreement was observed regarding the role of government policies in ensuring access to education (M = 3.43, SD = 1.47) and awareness of financial assistance programs (M = 3.54, SD = 1.34). The highest agreement was seen in the availability and adequacy of government-provided textbooks and learning materials (M = 3.79, SD = 1.24), indicating positive perceptions of educational resources.

Student's perception of the Accessibility Quality of Education scale

Table 11

Descriptive statistics regarding student perception Teacher Qualifications and Experience

Statement	N	Minimum	Maximum	Mean	SD
My teachers are well-qualified and experienced.	200	1.00	5.00	4.0600	.90025
From my observation, students taught by experienced teachers tend to perform better academically.	200	1.00	5.00	3.9250	1.12503
Experienced teachers help me improve my academic performance.	200	1.00	5.00	3.4850	1.40701

Table 11 presents students' perceptions of teacher qualifications and experience. Students generally agreed that their teachers are well-qualified and experienced (M = 4.06, SD = 0.90). They also observed that students taught by experienced teachers tend to perform better academically (M = 3.93, SD = 1.13). However, the perception that experienced teachers help improve their academic performance was slightly lower (M = 3.49, SD = 1.41), indicating a moderate agreement in this regard.

Table 12

Descriptive statistics regarding student perception of Learning Resources

Statement	N	Minimum	Maximum	Mean	SD
My school provides me with adequate learning materials, like textbooks and equipment.	200	1.00	5.00	3.4250	1.30109
The classrooms are well-maintained and conducive to learning.	200	1.00	5.00	3.7550	1.09130
I believe my school's curriculum meets the standards needed for secondary education.	200	1.00	5.00	3.5450	1.00149
The student financial aid system at my school is	200	1.00	5.00	3.6600	1.33164

reasonable and effective.					
I find national policies concerning benefit distribution to be fair and reasonable.	200	1.00	5.00	3.4600	1.45222

Table 12 presents students' perceptions of various school resources and policies. Students expressed moderate agreement regarding the adequacy of learning materials (M = 3.43, SD = 1.30) and the maintenance of classrooms (M = 3.76, SD = 1.09). They also felt that the school's curriculum meets secondary education standards (M = 3.55, SD = 1.00). The student financial aid system was viewed as reasonably effective (M = 3.66, SD = 1.33), while perceptions of national policies on benefit distribution were moderately positive (M = 3.46, SD = 1.45).

Table 13

Descriptive statistics regarding student perception of Learning Process and Effectiveness

Statement	N	Minimum	Maximum	Mean	SD
I find Teaching teaching-learning process effective in my school.	200	1.00	5.00	3.4300	1.29363
I receive sufficient attention from my teachers.	200	1.00	5.00	3.6000	1.14304
The assessments and feedback helped me to learn better.	200	1.00	5.00	3.6600	1.24182
My school offers a fair environment where students can compete and perform.	200	1.00	5.00	3.6150	1.25084
Teachers use methods that focus on students, which helps me understand the concept.	200	1.00	5.00	3.5750	1.06303

Table 13 presents students' perceptions of the teaching and learning process at their school. Students moderately agreed that the teaching process is effective (M = 3.43, SD = 1.29) and that they receive sufficient attention from their teachers (M = 3.60, SD = 1.14). Assessments and feedback were seen as helpful for learning (M = 3.66, SD = 1.24), and the school was perceived as offering a fair environment for competition and performance (M = 3.62, SD = 1.25). Additionally, students felt that teacher-centered methods aid in their understanding of concepts (M = 3.58, SD = 1.06).

Table 14

Descriptive statistics regarding student perception regarding Student Performance and Preparedness

Statement	N	Minimum	Maximum	Mean	SD
As a student at my school, I can say that we regularly perform well in external exams, like board exams."	200	1.00	5.00	3.3450	1.43046
My school offers extracurricular activities that enhance my overall development	200	1.00	5.00	3.9400	1.07339
My school helps me develop essential life skills as a secondary student.	200	1.00	5.00	3.5400	1.30265
My academic performance and development are closely linked to my efforts.	200	1.00	5.00	3.9600	1.05545
My academic performance and development seem connected to my abilities.	200	1.00	5.00	3.8900	1.28693

Table 4.14 presents students' perceptions of their academic performance and overall development. Students moderately agreed that their school performs well in external exams (M = 3.35, SD = 1.43) and offers extracurricular activities that contribute to their development (M = 3.94, SD = 1.07). They also felt that their school helps develop essential life skills (M = 3.54, SD = 1.30). Students viewed their academic performance as strongly linked to their efforts (M = 3.96, SD = 1.06) and abilities (M = 3.89, SD = 1.29), suggesting a perception of self-agency in their academic progress.

Demographics of students' Accessibility and Quality of Education scales

Table 15

Independent t-test for gender difference

Gender	N	Mean	SD	T	df	p-value
Male	144	46.2639	8.93096	-1.104	198	.752
Female	56	46.4107	8.94991			

Table 15 presents the results of an independent t-test conducted to examine gender differences. The findings indicate that male participants (M = 46.26, SD = 8.93) and female participants (M = 46.41, SD = 8.95) scored similarly, with no significant difference observed between the two groups, t(198)=−1.104,p=.752t(198) = -1.104, p = .752t(198)=−1.104,p=.752. The p-value suggests that the difference is not statistically significant, implying that gender does not influence the measured variable in this study.

Table 16

Independent t-test for school type

School type	N	Mean	Std. Deviation	t	df	p-value
Public	114	45.4912	8.89988	-1.491	198	.689
Private	86	47.3837	8.86920			

Table 16 shows the results of an independent t-test to examine differences based on school type. Public school students (M = 45.49, SD = 8.90) and private school students (M = 47.38, SD = 8.87) exhibited a slight variation in mean scores. However, the difference was not statistically significant, t(198)=−1.491,p=.689t(198) = -1.491, p = .689t(198)=−1.491,p=.689. This indicates that the type of school (public or private) does not have a significant impact on the measured variable in this study.

Table 17

Independent t-test for Grade Level

Grade Level	N	Mean	Std. Deviation	t	df	p-value
9	72	46.9444	8.68687			
10	128	45.9453	9.05304			

Table 17 presents the results of an independent t-test to analyze differences based on grade level. Grade 9 students (M = 46.94, SD = 8.69) and Grade 10 students (M = 45.95, SD = 9.05) demonstrated a slight difference in mean scores. However, as the t-value and p-value are not provided, it is unclear whether this difference is statistically significant. Further analysis is needed to determine the significance of the observed difference.

Table 18

One Way ANOVA

	N	Mean	SD	F	Sig
Low	60	46.6500	9.08122	.246	.782
Middle	70	45.7000	9.69738		
high	70	46.6143	8.00234		
Total	200	46.3050	8.91399		

Table 18 shows one-way ANOVA results examine differences among three socio-economic status (SES) groups: low (M = 46.65, SD = 9.08), middle (M = 45.70, SD = 9.70), and high (M = 46.61, SD = 8.00). The analysis reveals no significant differences in mean scores among the groups, F=0.246,p=0.782F = 0.246, p = 0.782F=0.246,p=0.782. This indicates that socio-economic status does not significantly influence the measured variable in this study.

Demographics of Teachers Accessibility and Quality of Education scales

Table19

Independent sample t-test for gender

Gender	N	Mean	SD	T	df	p-value
Male	38	55.0526	6.57574	.898	98	.007
Female	62	53.2903	10.92806			

Table 19 presents the results of an independent t-test conducted to assess gender differences. Male participants (M = 55.05, SD = 6.58) scored higher on average than female participants (M = 53.29, SD = 10.93). The difference is statistically significant, t(98)=0.898,p=0.007t(98) = 0.898, p = 0.007t(98)=0.898,p=0.007, indicating that gender has a meaningful effect on the measured variable, with males outperforming females in this context.

School type	N	Mean	SD	T	df	P-value
Public	48	54.2917	8.86052	.333	98	.615
Private	52	53.6538	10.15350			

Table 19 presents the results of an independent t-test conducted to assess gender differences. Male participants (M = 55.05, SD = 6.58) scored higher on average than female participants (M =

53.29, SD = 10.93). The difference is statistically significant, t(98)=0.898,p=0.007t(98) = 0.898, p = 0.007t(98)=0.898,p=0.007, indicating that gender has a meaningful effect on the measured variable, with males outperforming females in this context.

Table 20

One Way ANOVA

	N	Mean	SD	F	Sig
less than 1 year	11	54.4545	8.21418	.452	.716
1-5	27	52.1481	9.33440		
6-10 year	30	54.4333	11.88938		
above 10 year	32	54.8750	7.60624		
Total	100	53.9600	9.51227		

0.452,p=0.716F = 0.452, p = 0.716F=0.452,p=0.716. This indicates that years of experience do not significantly influence the measured variable in this study.

2.What is the relationship between teacher's accessibility and quality of education at the secondary school level?

Table 21

Table 21 presents the results of a one-way ANOVA analyzing differences in scores based on years of experience. The groups, categorized as less than 1 year (M = 54.45, SD = 8.21), 1–5 years (M = 52.15, SD = 9.33), 6–10 years (M = 54.43, SD = 11.89), and above 10 years (M = 54.88, SD = 7.61), show slight variations in mean scores. However, the results are not statistically significant, F=

Correlations

		Accessibility	Quality of education
Accessibility	Pearson Correlation	1	.638**
	Sig. (2-tailed)		.000
	N	200	200
Quality of education	Pearson Correlation	.638**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

The correlation analysis reveals a strong positive relationship (r=0.638r = 0.638r=0.638, p<0.01p < 0.01p<0.01) between teacher accessibility and the quality of education at the secondary school level. This indicates that as teacher accessibility increases, the quality of education also tends to improve. The correlation is statistically significant, suggesting that teacher accessibility is an important factor in enhancing educational quality.

3.What is the relationship between teacher's accessibility and quality of education at the secondary school level?

Table 22

Correlations

		Accessibility	Quality of education
Accessibility	Pearson Correlation	1	.230*
	Sig. (2-tailed)		.021
	N	100	100
Quality of education	Pearson Correlation	.230*	1
	Sig. (2-tailed)	.021	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Table 22 shows the correlation analysis between teacher accessibility and the quality of education at the secondary school level. The results indicate a weak positive relationship (r=0.230r = 0.230r=0.230, p=0.021p = 0.021p=0.021) that is statistically significant at the 0.05 level. This suggests that increased teacher accessibility is modestly associated with an improvement in the quality of education.

Findings

The study revealed a few important insights into the nature of schooling (public vs private) and the accessibility and quality of education at the secondary level school in Pakistan. Key findings are summarized below: Public schools were geographically more accessible and more affordable but lacked proper infrastructure like ramps and accessible classrooms for children with disabilities. Private schools scored higher in financial support systems like scholarships but were less affordable

overall for low-income families. Availability and proximity of transportation significantly influenced students' ability to attend school. In private schools' teachers were more likely to hold professional teaching certifications and have access to professional development opportunities, thus contributing to higher teaching quality. Public schools lacked sufficient learning resources, modern curricula, and clean classrooms, which impacted the learning environment. Students in private schools showed improved academic performance and readiness due to enhanced interaction between teachers and students as well as resource availability. Teachers and students from public and private schools appreciated the efforts of the government to increase access to education but criticized the policy implementation process as being erratic. Financial aid schemes although helpful were not used by students and parents. Textbooks and other learning materials provided by the government were generally satisfactory but in short supply and not easily accessible.

Teachers from both sectors highlighted the need for qualifications and experience to enhance educational results. In public schools shortages and high student-teacher ratios affected personalized instruction and assessment. Socio-economic inequalities were the main barrier to accessibility in private schools, and the high cost of tuition meant that low-income families could not enroll. Gender imbalances remained with female students facing greater obstacles in accessing education as well as cultural expectations.

Discussion

After the analysis of data, the findings of this research highlight notable inequalities in the accessibility and quality of education existing between public and private secondary educational institutions in Pakistan, influenced by systemic, socio-economic, and institutional factors. This study utilized a cross-sectional design to allow for a snapshot of educational conditions. Private institutions demonstrated superior educational quality, facilitated by more competent instructors, opportunities for professional development, and adequately maintained resources. However, the high costs associated with private education represent a significant barrier for families with limited financial means, sustaining educational disparities, as articulated by Social Reproduction Theory.

According to a recent study, private school students are more satisfied with the teaching strategies and classroom atmosphere than public school students. Another finding of the latest research was that, in comparison to teachers at private schools, the majority of public school teachers address students' academic issues. Public school pupils report that their teachers foster their desire to learn, whereas private school students express less satisfaction. Public schools were also found to be deficient in well-trained faculty, well-equipped classrooms, and sound policies and management. However, private schools lack self-motivation, well-educated faculty, and enough facilities (Batool, Kalsoom, and Habiba, 2023).

According to Shahzad, Saleem, and Mahmood (2021), previous study one of the main problems facing Pakistan's educational system is the lack of qualified teachers. They point out that many factors, including a shortage of highly educated and trained instructors, have contributed to Pakistan's declining educational standards. Political and socioeconomic instability in Pakistan is acknowledged as internal issues that have a detrimental impact on the educational process (Akhtar, Andleeb, & Akhtar, 2024).

The significance of governmental policies became apparent, with both educators and learners recognizing their beneficial impact in fostering access and equity. Focusing on high-quality education highlights the value of systems that are adequately staffed, well-resourced, and pedagogically competent, yet it may unintentionally put disadvantaged groups at a disadvantage. To determine how the trade-offs between guaranteeing universal access and meeting high educational standards affect overall educational outcomes, this dilemma requires a comprehensive investigation. Gaining an understanding of these factors is essential to creating methods that strike a balance between excellence and inclusivity, guaranteeing that educational policies improve the caliber of learning opportunities across a range of socioeconomic circumstances while simultaneously expanding access (Chanda et al. 2024).

Nonetheless, the effectiveness of these programs has been diminished by inconsistent implementation, a limited understanding of financial assistance initiatives, and insufficient monitoring. The results are also consistent with Human Capital Theory, which emphasizes the direct correlation between educational investments such as teacher development and resource distribution and societal

productivity. Additionally, equity theory explains the inequalities in teacher support and resource allocation, which continuously affect educational opportunities for students attending public schools.

Finally, demographic and socioeconomic factors, such as gender disparities and divides, exacerbate these challenges. Girls, especially in rural areas, face additional barriers due to societal norms and limited school facilities, a trend consistent with (UNESCO's, 2021), emphasis on the importance of targeted interventions for marginalized groups.

Conclusion

This study concludes the relationship between the nature of schooling (public vs private) and its implications on accessibility and quality of education at secondary-level schools. The finding helps in understanding how systemic, socio-economic, and institutional factors influenced educational outcomes in public and private schools.

Accessibility: Public schools are more geographically and economically accessible but lack of infrastructure and openness needed to provide support for children in various aspects. While public schools provide the best facilities and support to students but remain unaffordable for some families with low-income

Quality of Education: Private schools are better in quality of education, as they have better-qualified teachers along with professional development and availability of more resources. Public schools rather than their accessibility, suffer from old curricula, and inadequate teaching materials.

Role of Teachers: Undoubtedly, teachers shape the educational outcomes. Private schools have better qualified and better-experienced teachers, whereas, public schools struggle with teachers' shortage and limited professional development opportunities leading to disparities in students' performance.

Government Policies: Although government policies are created to increase accessibility and quality, the inconsistency in implementation makes them weak. Lack of awareness of financial assistance programs and insufficient monitoring prevents the expected results in public schools.

Socio-economic and Demographic Factors: Socio-economic disparities, and demographic factors, such as gender differences play a crucial role in access to quality education. Girls have some extra barriers due to cultural norms, as well as fewer resources in some regions.

Final Thoughts: The study highlights the double-edged challenge that Pakistan's education system is faced with improving quality in public schools and enhancing access in private schools. Equitable access to education can be established only by bridging the gap between these systems. Policymakers should emphasize targeted interventions, fair distribution of resources, and implementation of policies to reduce inequalities.

Recommendation

The study recommends that local, provincial, and federal governments work together to create consistent, long-term educational policies. It places a strong emphasis on allocating resources fairly to public institutions, rural communities, and marginalized groups. Including teachers, parents, students, and local communities in the policy-making process is essential. Innovative teaching techniques, curriculum creation, and teacher training are some ways to start raising the standard of education. Enhancing community involvement, increasing capacity, and guaranteeing budgeting process transparency should all be priorities for the system. Continuous monitoring and assessment of the system are also necessary to track advancements and identify arising difficulties. By putting these suggestions into practice, interested parties can strive for a more efficient educational system that supports the whole development of students (Naz, Zafar, & Ullah, 2024). Additionally, in underserved and rural places, technology can be used to lessen spatial scattering (Yasin, Shaheen, Hasan, & Yasmin, 2023). Pakistan must establish an integrated educational system that incorporates all other federal and madrasa systems into the same categories and accounts for at least 4% of the nation's total GDP for education (Ahmed, 2021).

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