

Performance Review of Public and Private Schools in Islamabad

A Comparative Study of
Public and Private Grade
4 students in ICT based
on National Achievement
Test (NAT)

20
23

Acknowledgment

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Abbreviations

| | |
|--------|---|
| ICT | Islamabad Capital Territory |
| NAT | National Assessment Test |
| PIE | Pakistan Institute of Education |
| MoFEPT | Ministry of Federal Education and Professional Training |
| NAW | National Assessment Wing |
| CPE | Cambridge Partnership for Education |
| IRT | Item Response Theory |
| CTT | Classical Test Theory |

A young child with dark hair, wearing a purple shirt with a floral pattern, is sitting at a desk in a classroom. The child is looking directly at the camera with a slight smile. In front of the child is an open notebook with a grid pattern. To the right of the notebook, there is a stack of papers with a grid pattern. In the background, other children are visible, some sitting at desks. The image has a blue overlay.

Executive Summary

This report looks at the education outcomes of private and public schools Grade 4 students in ICT. To conduct this analysis, the latest available data obtained from the National Assessment Test has been used. Moreover, information on different education topics has also been collected based on a series of surveys administered to students, parents and teachers. The main findings of this analysis are briefly described below:

- Overall, there are no significant differences in the results between public and private school students. Students in public schools perform slightly better in Urdu and Math's while students in private schools perform slightly better in English.
- Boys in public schools have better scores than those going to private schools while girls perform slightly better in private schools than in public schools.
- Public school students have performed better in rural areas in comparison while private school students have performed better in urban areas. The average score in English and Maths in public schools in rural areas is 44% and 41% respectively versus 41% and 37% averages obtained in public schools in urban centers.
- Average class size is higher in public schools (41 students per class) than in private schools (19 students per class).
- Teachers in public schools have better academic and professional qualifications than those teaching in private schools. More than 65% of public-school teachers have a master's degree in comparison to only 23% in private schools.
- Teachers in public schools have more years of professional experience than those in private schools. Almost 73% of teachers in public schools have more than 11 years of experience in comparison to 17% in private schools.
- The percentage of teachers that report having to teach more than one grade every day is higher in private schools (33%) than public schools (4%).
- There are no differences between the reported distance of public versus private school students and their homes with more than 70% of students reporting living within 2 km radius from their school.

Introduction

مک کے لئے جانا اور رکنا تو
قیامت میں ہی ہمیں کو پہنچے تھے
تو لوگ اپنے گمراہی کو توجیہ کر کے کہا
ہمارے ہی تک ایسا نہ پائی تھی۔ وہ سب
پہل میں رہیں آئے تو تمہارے فرمان

تعمیر اور اس جہنم کے لوگ خدا کو بھول گئے۔
آپہوں نے اپنے دلوں کو سخت کر لیا اور غرقی کام کیے اور خدا
کے حکم کو ناپاک کیا۔ خدا نے انبیاء کے ذریعہ ان کو پیغام بھیجا
کیونکہ اسے اپنے لوگوں اور اپنے کلمہ میں آتا تھا لیکن
لوگوں نے انبیاء کا مذاق اڑایا اور خدا کی باتوں کو تضحیح بنا۔
خدا کو ان پر بہت غصہ آیا اور اس کو غضب آیا
پھر لاکھ لاکھ کسبوں کے بادشاہوں کو ان پر بھیجا اور خدا نے
ان سب کو اس کے ہاتھ میں دست دیا اور وہ بریل کے
تخت سمیت لوگوں کو اسیر بنا کر پہل سے کیا۔ بادشاہ اور
سبی قوت نے خدا کی بریل کو اور شیعوں کو جلا دیا اور
آل و عارت کی۔ خدا نے ستر سال تک ان کو پانیوں کے
میں رکھا۔ پھر خدا نے شاہ قارن خودی کے دل کو قائل
کہ وہ لوگوں کو واپس لے کر جہنم میں بھیج دے تاکہ وہ
نیم میں واپس جا کر خداوند کی بریل کو توجیہ کریں۔
پھر اس نے بریل کے برتن واپس دیکر بھیج دیا۔
تلف مابھادوں کی قیامت میں گروہوں کی صورت
لئے۔ اور کچھ لوگ ابھی پہل میں ہی تھے۔ پہل میں
لوں کو حکومت میں اعلیٰ عہدے حاصل تھے۔ تمہارے ہی
سے ایک تھا۔ وہ بادشاہ کے دربار میں ساتی تھا۔
نام بادشاہ کو سے پیش کرتا تھا۔ بعد میں اسے گورنر
یا۔ تمہارے بہت حساس مل تھا۔ وہ اپنے قوم اور اپنے

In many developing countries, where governments often struggle to guarantee universal access to education, the private sector has become a major player in the delivery of this service. Pakistan is a clear example of this phenomenon. Since the beginning of the century, the private education sector has been growing at a higher rate than the public education sector. From 2010 to 2021, the number of private schools increased from 76,674 (28% of the total number of schools) to 137,234 (43% of the total), almost doubling in number.

In general terms, private schools enjoy a perceived good reputation among parents as they focus on a better and safe environment, regularity of teachers, completion of academic courses, utilization of better textbooks, use teaching methods that address student learning needs, regular assessments and parental engagements. This gradual shift in preference for private schools started in ICT over the last forty years among the middle and lower middle class, as more parents have become inclined to send their children to private schools if they can afford it. This shift is also a result of changing trends in other big cities and parental attribution of how better prepared their children become to pursue their university education and enter professional careers. An additional key determinant in this move towards private schools is students' ability to converse in the English language.

There are limited studies on this subject, but generally, there is a lack of literature that looks at the difference in performance between private and public-school children in Pakistan.

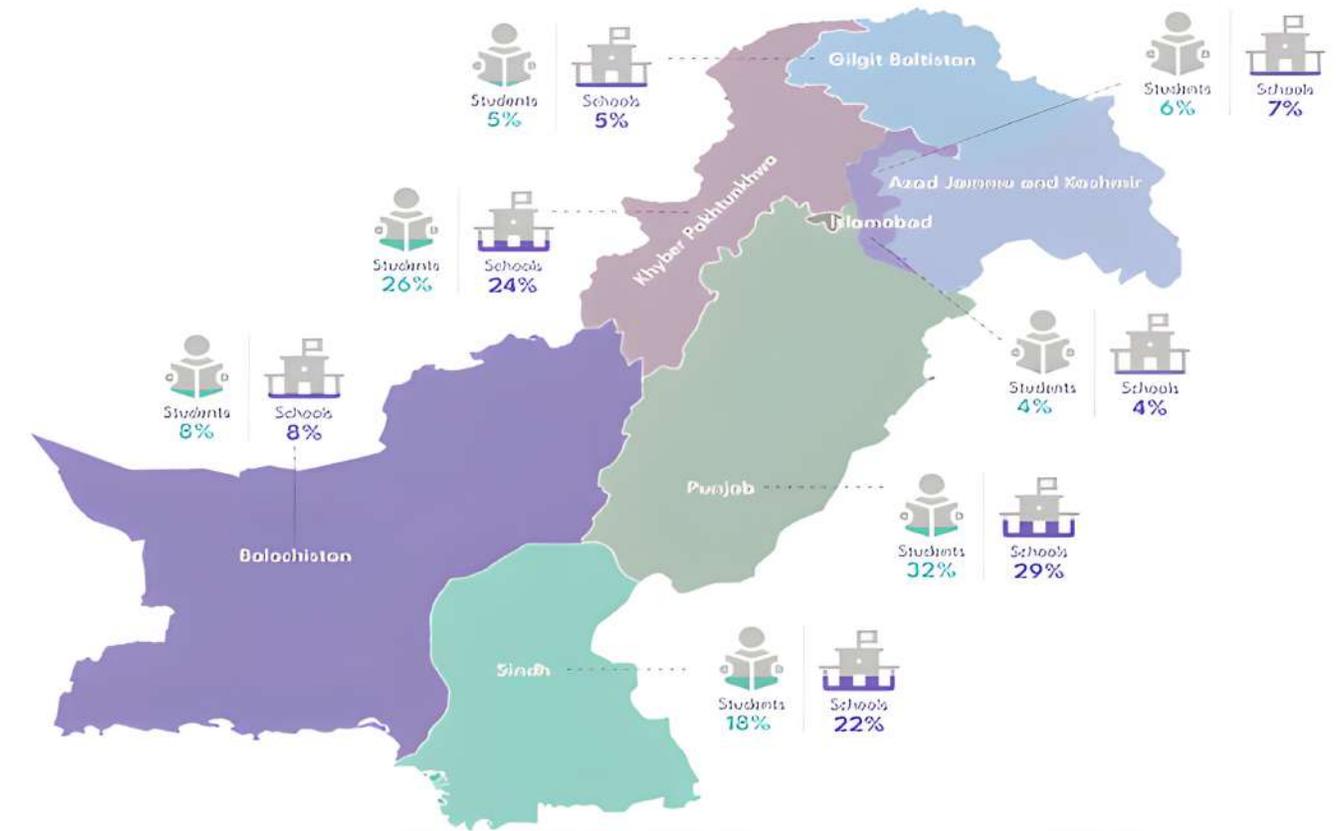
To address some of these gaps, the following report will explore new sources of data and use the latest published National Assessment Test (NAT) 2023 conducted by Pakistan Institute of Education (PIE), Federal Ministry of Education and Professional Training (MoFEPT). The data compares the performance between children studying in public and private schools in the Islamabad Capital Territory (ICT). Through a series of graphs, we will show how these two groups perform relatively and look at different aspects that are important determinants when drafting policy and measuring performance.

What is the National Achievement Test (NAT)?

NAT is a sample-based assessment that is carried out by PIE every two years and covers a range of subjects at Grade 4 and Grade 8. The main aim of this dataset is to assess student learning outcomes and collect information through a well-defined process to inform policy. This includes how students are performing in specific subjects, inform teacher training institutions on where teachers need support and drive reforms where needed. In addition, it also informs the system of what has worked along with the background information on schools and students.

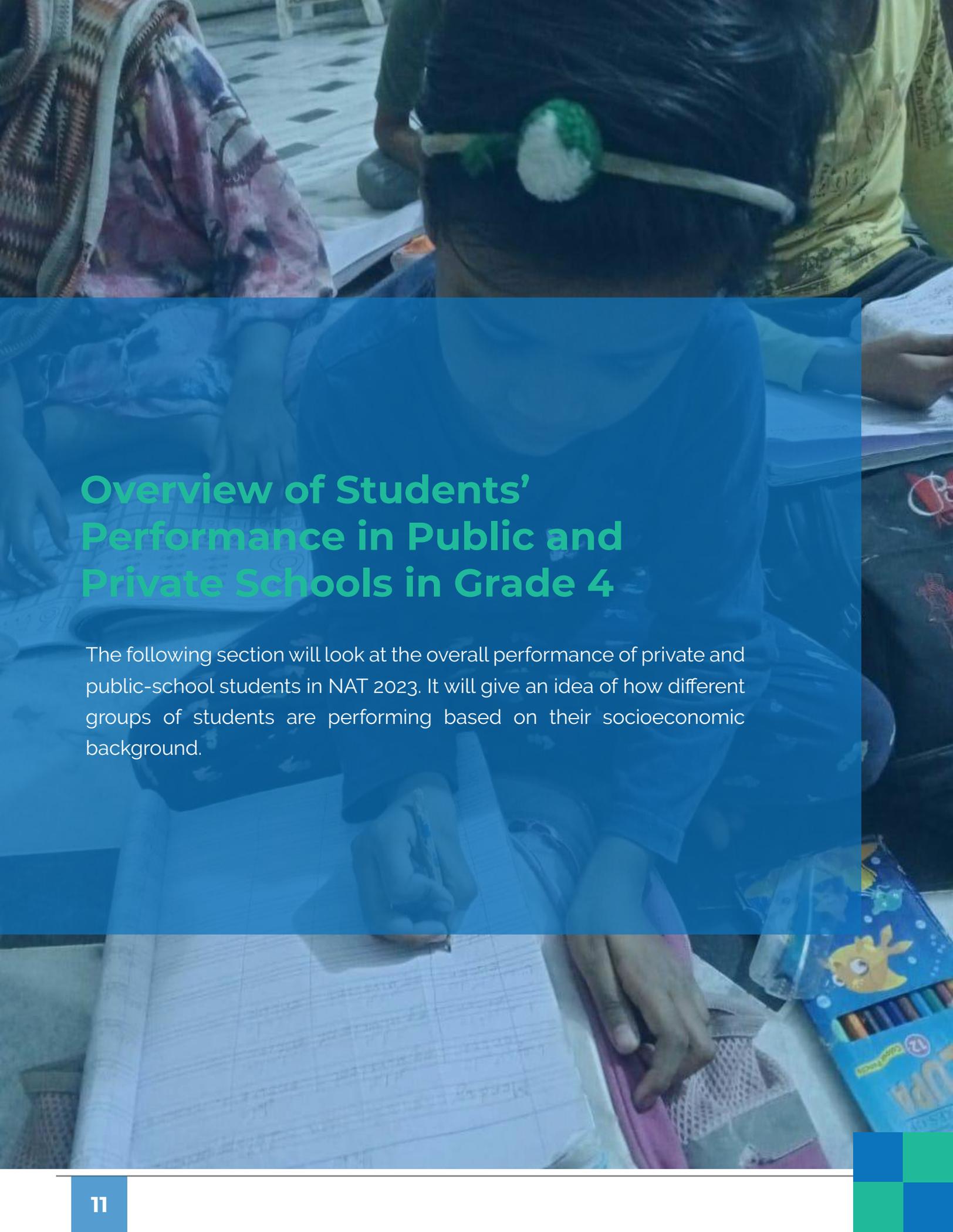
The NAT 2023 exercise was led by the National Assessment Wing (NAW) of PIE, in collaboration with Cambridge Partnership for Education (CPE). This collaboration also included representatives from provincial assessment institutions and assessment experts from across Pakistan. Each step of the assessment was meticulously planned, starting from the development of the assessment framework, item writing and review workshops led by CPE in Islamabad, piloting the developed items, testing pilot responses through psychometric analysis using the item response theory (IRT) and classical test theory (CTT). Test items meeting the minimum threshold for reliability, validity, cognitive levels, and discriminating properties were used for the NAT 2023 assessment.

Overall, the National Assessment Test in 2023 incorporated a representative sample of 1304 public sector schools (652 in each of Grades 4 and 8) and tested over 23,000 students across the country in an assessment that was carried out on the 18th and 19th of May 2023. The study used scientific sampling techniques to make sure the final sample of Grade 4 and Grade 8 students was representative at the provincial and national level in terms of gender, rural or urban location and type of school.



Source: NAT Report 2023

In ICT, a sample of 22 private and 26 public schools for Grade 4 was used with 777 students participating in the assessment, 506 from public and 271 from private schools. In NAT 2023, the NAW team collected data from low and middle fee schools in Islamabad Capital Territory (ICT), a relatively comparable set of schools with the public schools. This new addition of information allows us for the first time to use this data to compare the performance between private and public schools across ICT.

A photograph of a student in a blue uniform writing in a notebook. The student has a green and white pom-pom in their hair. The image is overlaid with a blue semi-transparent box containing text.

Overview of Students' Performance in Public and Private Schools in Grade 4

The following section will look at the overall performance of private and public-school students in NAT 2023. It will give an idea of how different groups of students are performing based on their socioeconomic background.

How did Private and Public-School Students Perform in NAT 2023 in ICT?

Figure 1 shows the average score that students in private and public schools obtained in English, Urdu and Maths. From this graph, it can be seen how there are no huge differences in grades between students that attend public schools and those who go to private institutions. The figure shows that students in private schools perform slightly better in English than their public schools' counterparts (with an average mean score of 44% versus an average mean score of 43%) while students in public schools perform better in Urdu (with an average mean

score of 59% of positive answers versus 58%) and Maths (average mean score of 39% of correct answers versus 38% of correct answers). It is important to note at this point that these grades are, on average, very low. The NAT test follows a multiple-choice format where students have to choose the correct answer among four options that are given to them, which means that the student has a 25% probability of scoring a question correctly even if he or she does not know the answer.

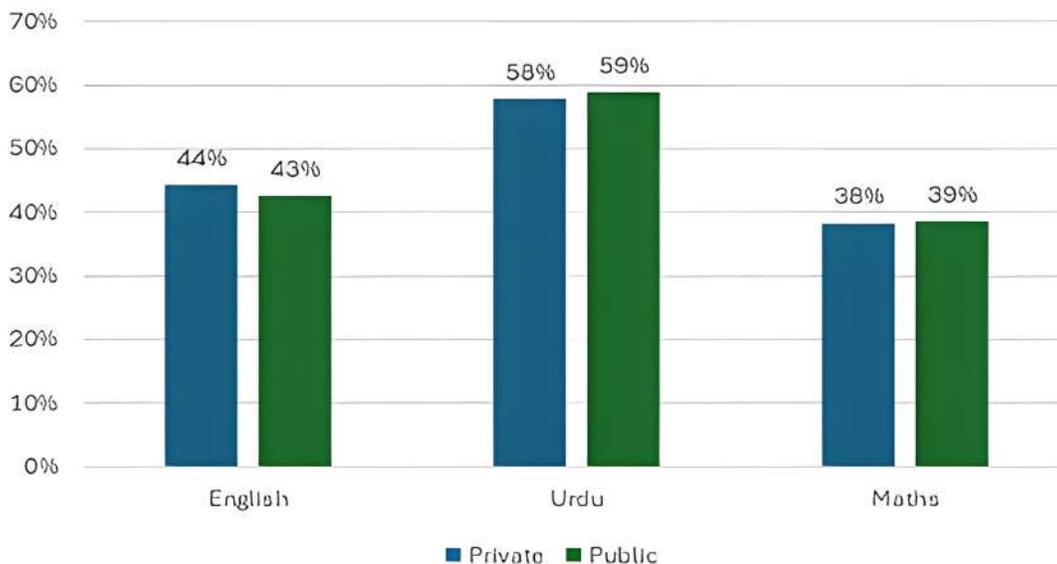


Figure 1: Average Mean Scores of Grade 4 students in English, Urdu and Maths by type of school (%)

Figures 2, 3 and 4 show the distribution of marks in the three subjects that were tested in the NAT exercise (English, Urdu and Maths). These illustrations allow to look at the percentage of students that score in each of the grade brackets. The data shows that the curve for English for public school students is skewed more to the left, which means that there is a higher percentage of students in the lower scoring brackets than in private schools. For Urdu and Maths we observe the opposite effect. The percentage of students in the lower brackets is higher than in the higher brackets for private schools than private schools.

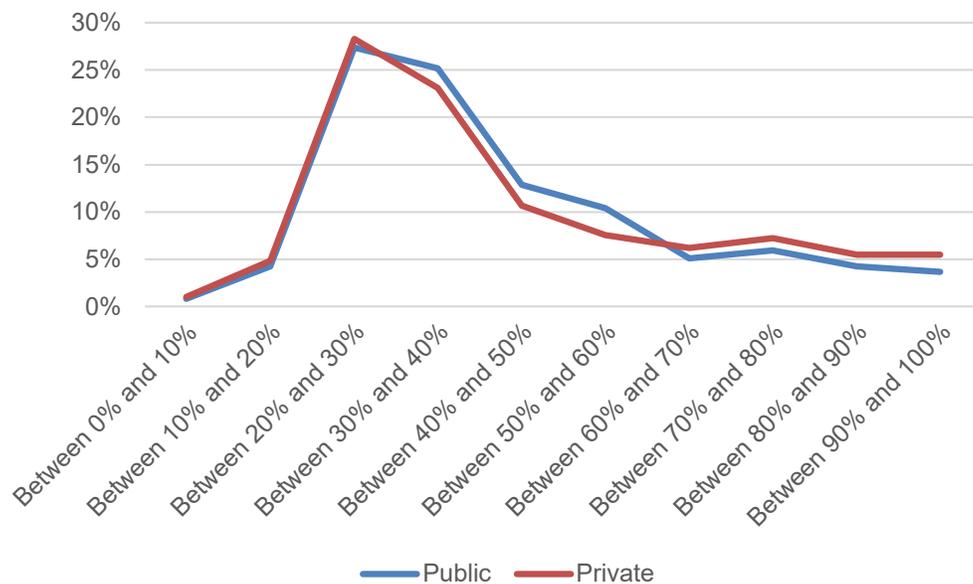
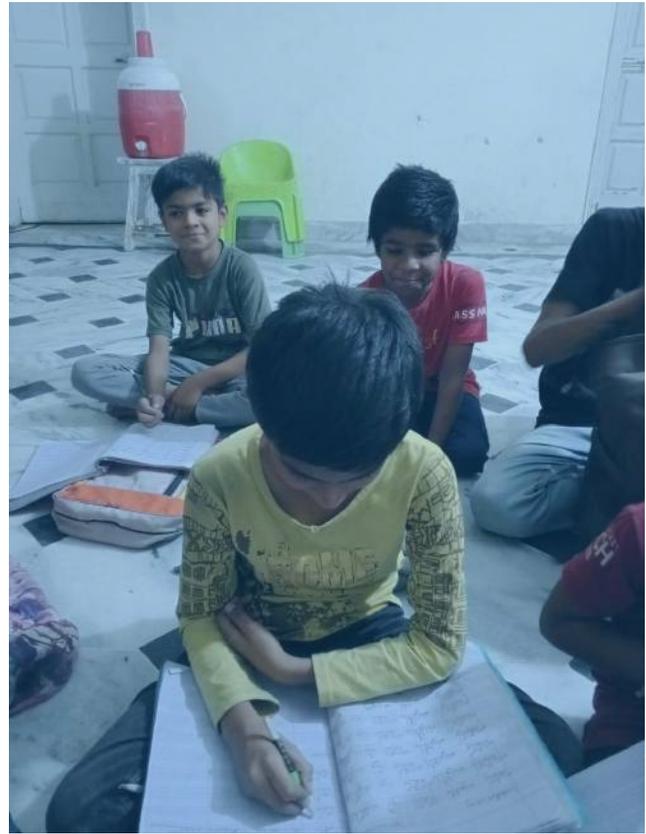


Figure 2: Distribution of English Scores by type of school (%)

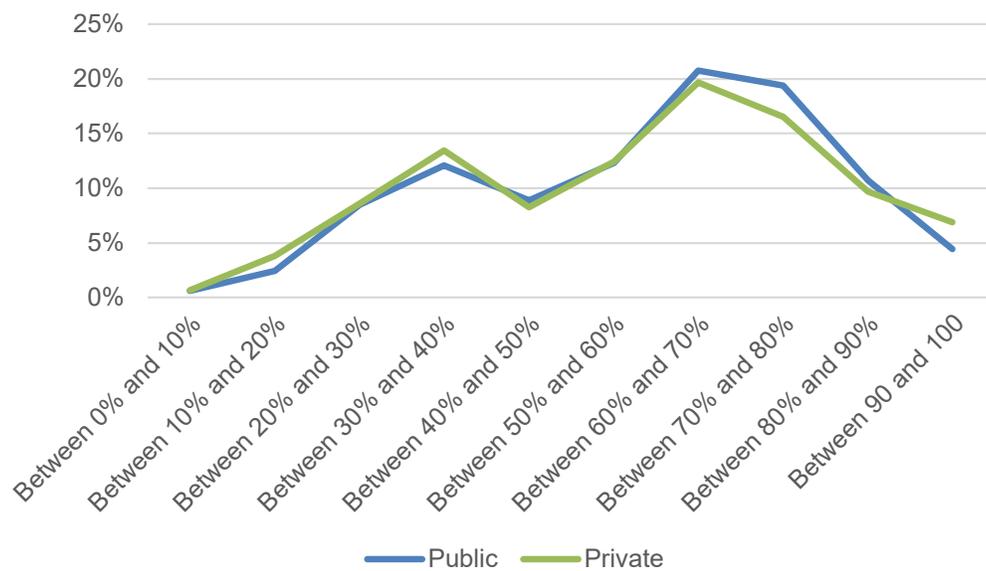


Figure 3: Distribution of Urdu Scores by type of school (%)

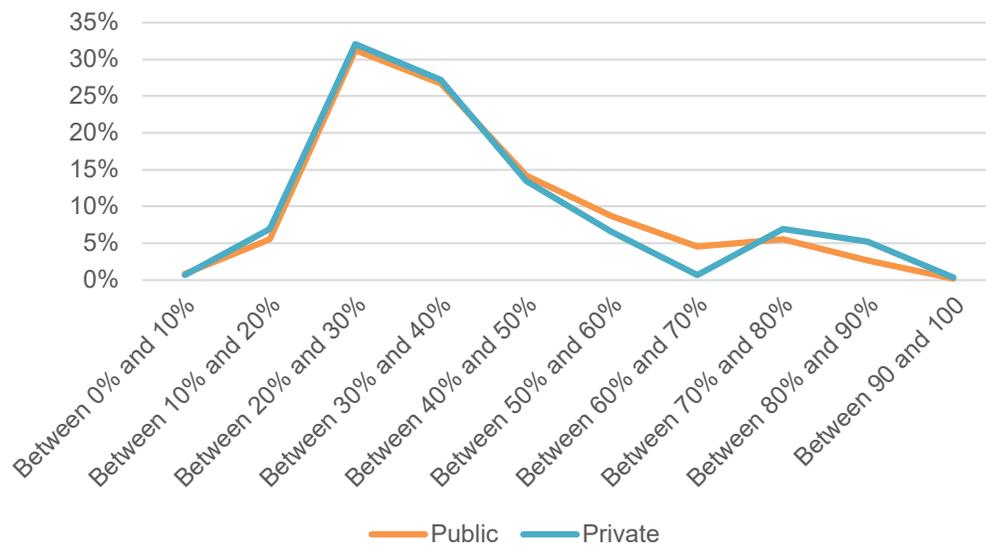


Figure 4: Distribution of Maths Scores by type of school (%)

Are Girls and Boys Performing differently in Public and Private Schools?

Figure 5 shows average mean scores in public and private schools between girls and boys in English, Urdu and Maths. Unlike in the case of Figure 1, where it was seen that on average there are no huge differences between students that attend public and private schools, in this case Figure 5 shows that when the data is disaggregated based on gender, there are differences in the achievement levels between boys and girls.

From the data, it can be seen how girls on average perform better in private schools than in public schools in all the subjects that were measured. For example, girls have an average score of 45% in English

in private schools while those going to public schools have an average score of 39%. The opposite happens when we look at how boys perform in both settings. On average, boys have higher average grades in all the subjects measured in public schools than in private schools. In Urdu, for example, the average mean score boys achieved in public schools is 60%, while the average mean score for boys enrolled in private schools obtained is 56%. Another interesting fact appears when the relative performance between boys and girls is analyzed. While boys that go to public schools have higher scores than girls, in private schools girls are performing better than boys.

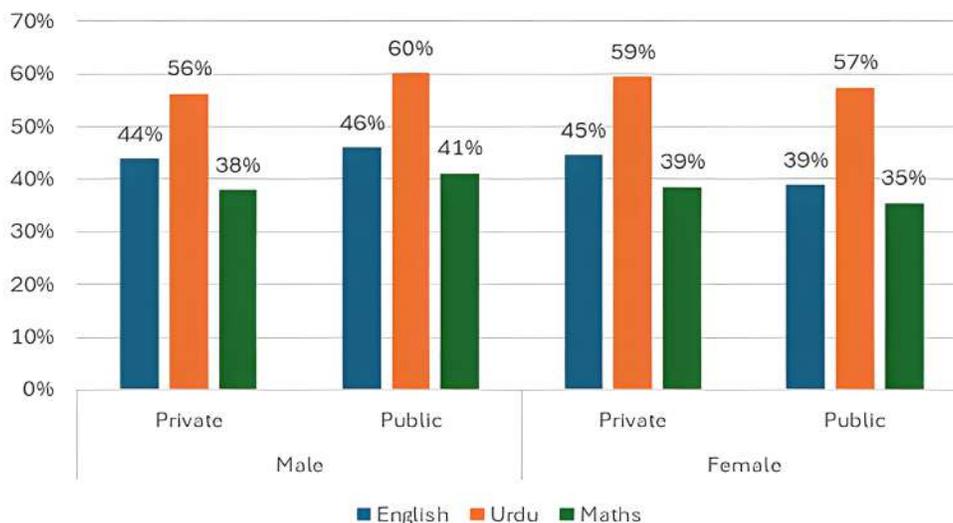


Figure 5: Average Mean Scores between of Grade 4 students in English, Urdu and Maths by gender and type of school (%)

Are Rural and Urban Schools Performing Differently?

One important aspect that has been recorded in NAT this year is whether the school where the assessment is taking place is located in an urban or rural setting. Due to the nature of the ICT, rural areas are not extremely far from urban centers. However, these districts still lack basic facilities that could have an effect on the ability of the children that reside in these areas to learn. Figure 6 compares the performance of rural and urban schools and looks at whether these students are

attending public or private schools. The results show that private schools perform relatively better in urban areas than in rural areas of ICT. On the other hand, the numbers show that students in public schools in rural areas perform relatively better than students in public schools in urban areas. Therefore, those students that attend public school in rural areas have slightly higher average scores than those that attend private schools.

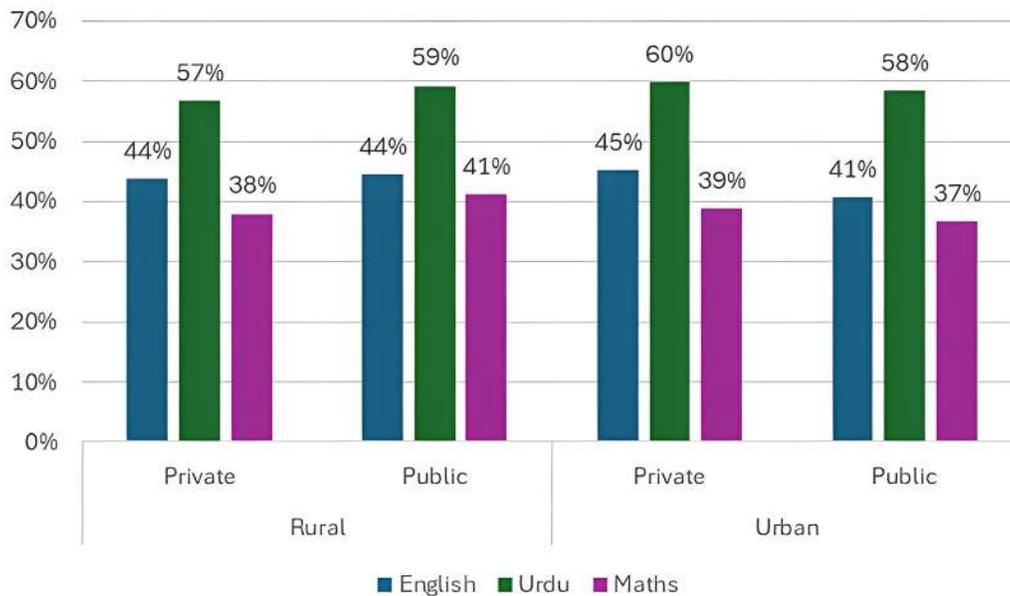
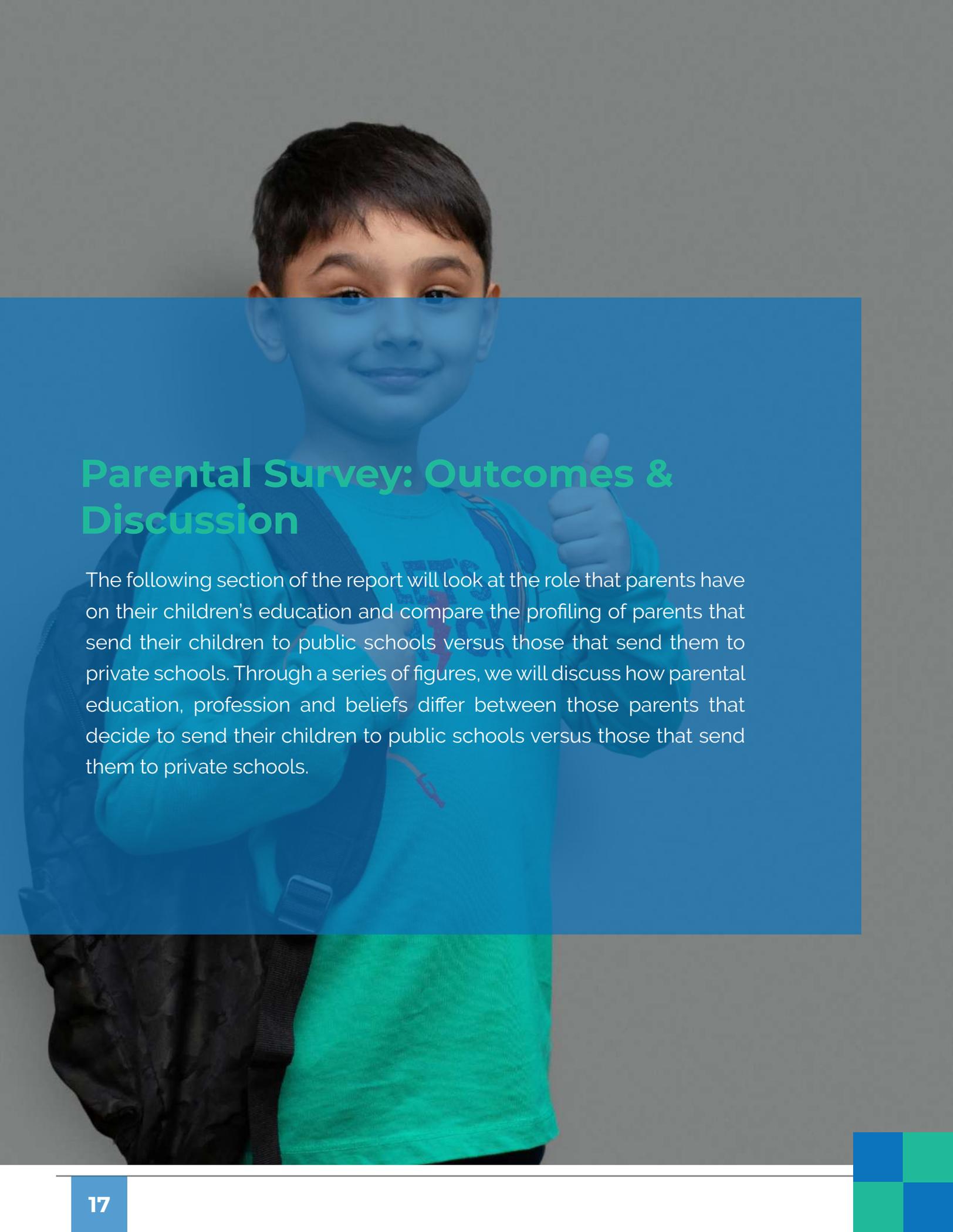


Figure 6: Average Mean Scores between of Grade 4 students in English, Urdu and Maths by rurality and type of school (%)



Parental Survey: Outcomes & Discussion

The following section of the report will look at the role that parents have on their children's education and compare the profiling of parents that send their children to public schools versus those that send them to private schools. Through a series of figures, we will discuss how parental education, profession and beliefs differ between those parents that decide to send their children to public schools versus those that send them to private schools.

Parental Profiling: What Education level have Parents achieved by the type of School where they send their Children?

There is a general belief that a parent's education has a significant impact on the education outcomes that their children obtain later in life. Parents with a strong education background are able to support their children with homework and school related activities. This section will look at the difference between the education profiling of fathers, mothers and guardians of those students that attend public schools versus those that go to private schools.

Figure below looks at the maximum educational attainment that fathers have of students in private and public. From the results displayed, we see that the proportion of fathers that have a Diploma, a Bachelor's degree or a Master's Degree is higher among those that send their children to public schools than those that send them to private schools. On the other hand, we see that the percentage of parents that have only primary education or have only reached Class 10 is higher among fathers who send their children to private schools than those that send their children to public schools.

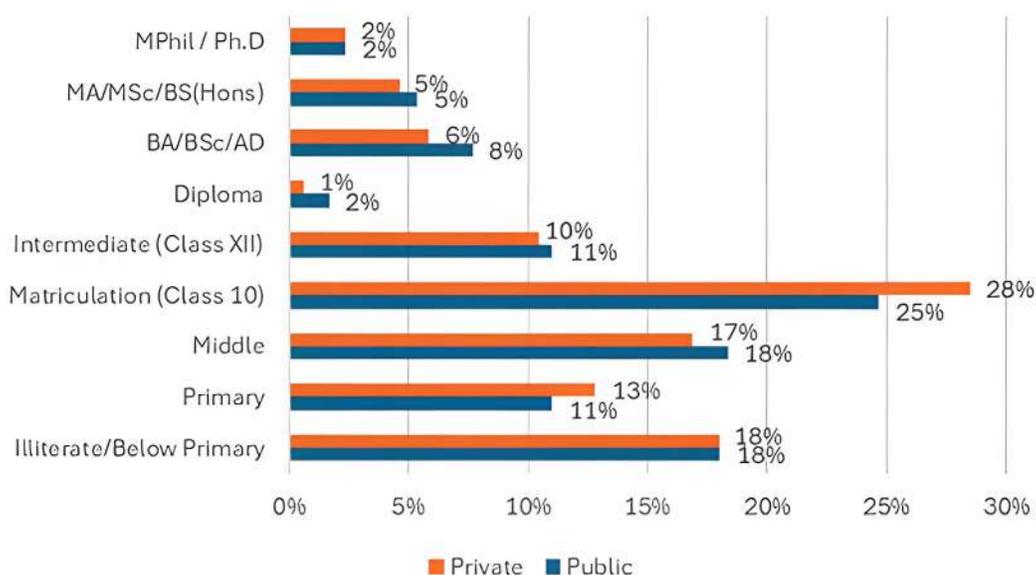


Figure 7: Father Education of Grade 4 students by type of school (%)

Mothers play an important role in the upbringing of their children. In a country like Pakistan, where a substantial amount of women are housewives and spend the majority of their time doing household chores and taking care of children, a mother's education has a strong impact on the upbringing of her children. In Figure 8, we look at the level of education that mothers have that send their children both to public and private schools have acquired. The data displayed shows a mixed picture. On the one hand, we see that the percentage of mothers that declare themselves as being illiterate or having just completed primary education is higher among those that send their children to public schools than those that send them to private schools. Similarly, the percentage of mothers that have a

bachelor's degree is higher among those that send their children to private schools than those that send them to public schools. On the other hand, if we look at the profile of mothers based on whether they have obtained a higher level of education such as a Master's Degree or a PhD, we see that this percentage is higher among those mothers that send their children to public schools than those that send them to private schools.

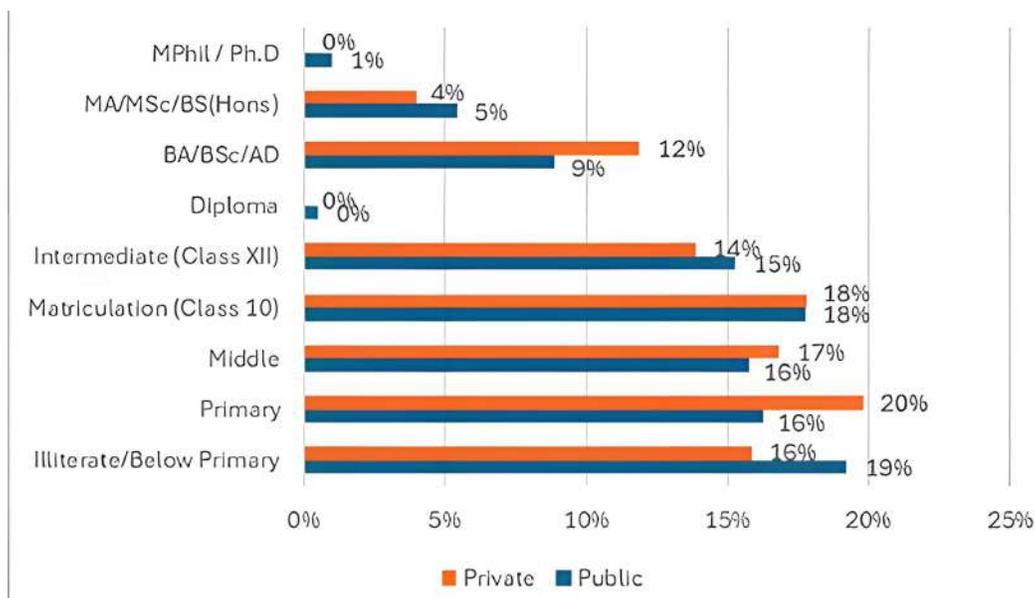


Figure 8: Mother Education of Grade 4 students by type of school (%)

The survey also looks at the profile of student’s guardians and the education level attained. In Figure 9, the education profiles of guardians of students that go to private and public schools are displayed. From the data, it can be seen how the proportion of guardians that declare themselves as illiterate or only having completed primary education is higher for those that have their children going to public schools than those that go to private schools. The same pattern appears when we look at primary education levels. On the other side, we see that the proportion of guardians that have a master's degree or a PhD education is higher for those that send their children to private schools than those that send them to public schools.

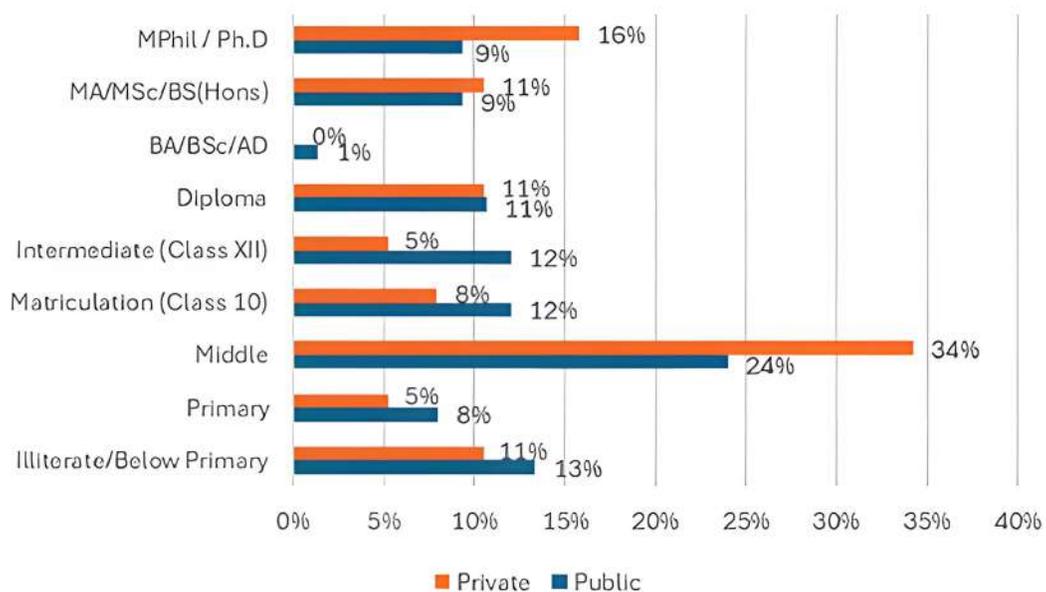
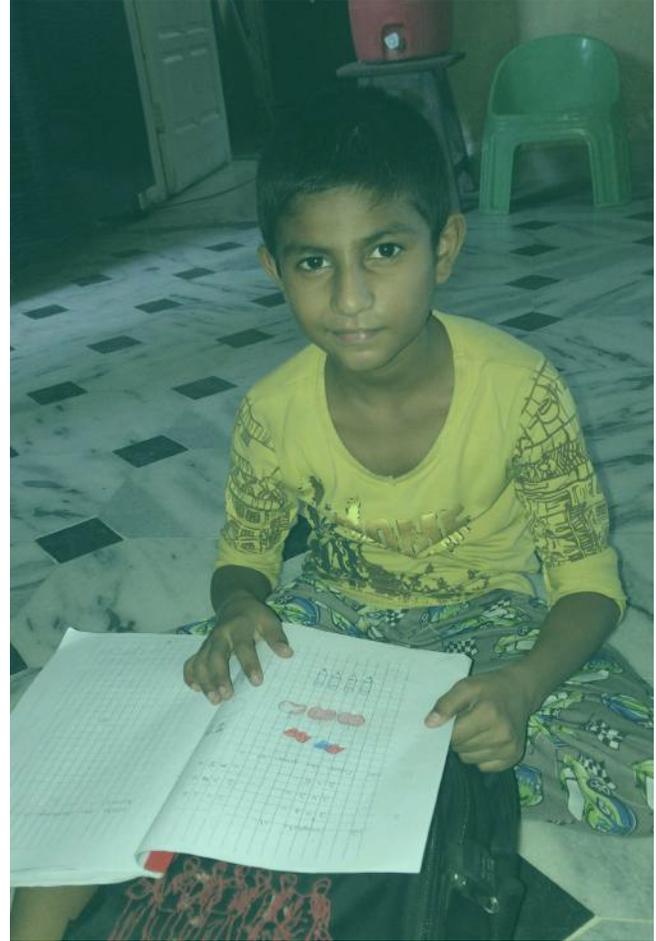


Figure 9: Guardian Education of Grade 4 students by type of school (%)

Parental Profiling: What is the Profession of Parents in Public versus Private Schools?

In the previous section, the education background of parents and guardians of students of both private and public schools was discussed. The literature also shows that the socioeconomic environment where the child develops, has a huge impact on their future development later on in life. Thus, to capture this aspect of the child's life, the survey has also asked the parents of the students about their profession, which aims at capturing the economic background of the child.

Figure 10 looks at the profession of fathers that send their children both to public and private schools. The graph shows that

there are slight variations between the two groups that we are being compared. There is a higher percentage of parents that work as private employees (19% versus 16% of the total number of fathers) and government employees (29% versus 27% of fathers) that send their children to public schools compared to those that send them to private schools. For professions like shopkeepers (12% versus 10% of the total number of fathers) and housewives (8% versus 7% of the total number of fathers) the percentage of fathers that send their children to private schools is higher than those that send them to public schools.

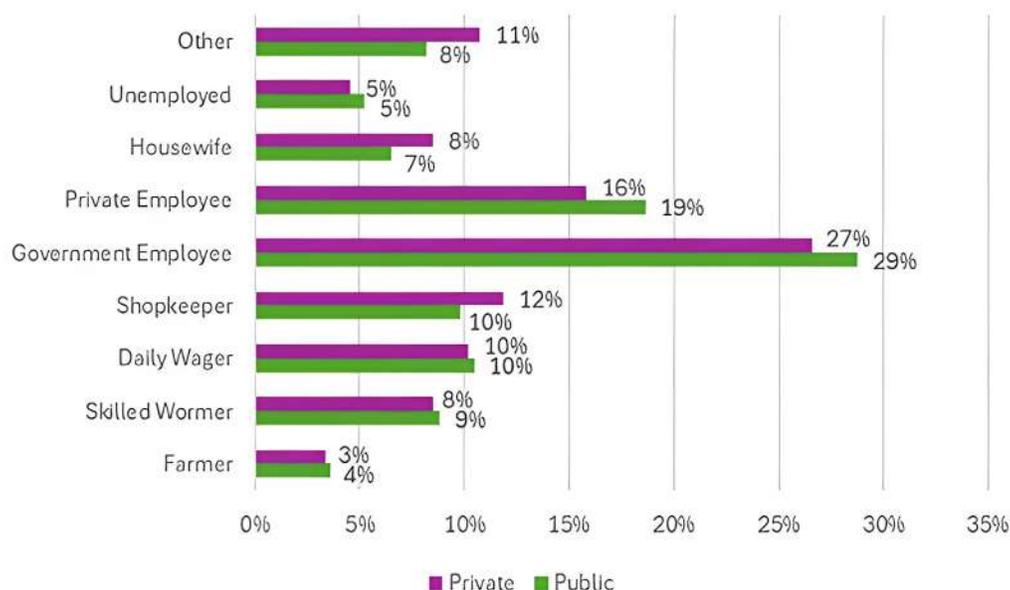


Figure 10: Father Profession of Grade 4 students by type of school (%)

Figure 11 looks at the professions of the mothers of the children that participated in the assessment. Unsurprisingly, more than 60% of the mothers interviewed reported that they were housewives and this percentage is higher among the students that go to private schools (64%) than those that go to public schools (61%). The following profession that has the highest number of mothers is that of unemployed, which is recorded as above 10% in both cases, and is higher among mothers that send their children to public schools than those that send them to private schools (12% versus 10% of the total number of mothers). In the case of the other professions that were recorded in

the survey, there are not huge variations between the percentage of mothers of children that attend public schools versus those that attend private schools.

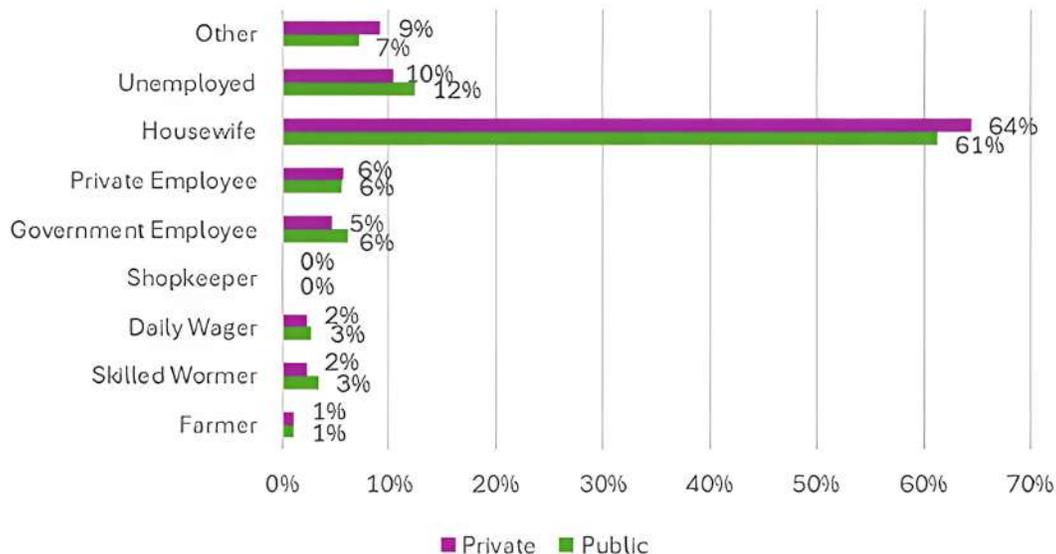


Figure 11: Mother Profession of Grade 4 students by type of school (%)

For relevant cases, the survey also asked students' guardians about their profession. Figure 12 summarizes the answers that were provided. In this case, we see that the number of guardians that reported themselves as being unemployed or housewives is higher for the private school students' group. There is also a higher percentage of guardians that report themselves as working as daily wagers in the group that sends their children to private school than in the group that sends them to public schools. At the same time, we see that the proportion of guardians that are private or government employees is higher in the public-school group than in the private school group.

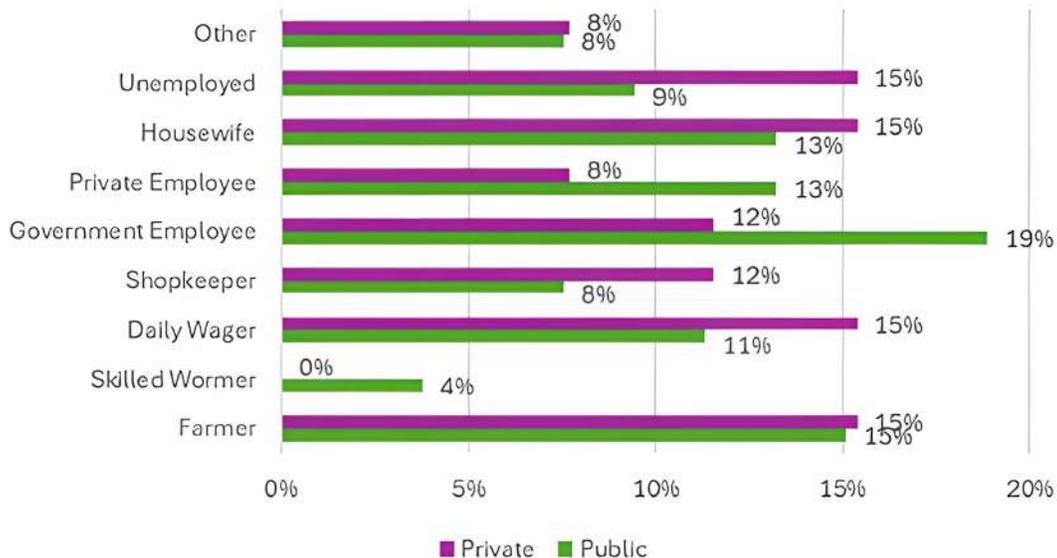
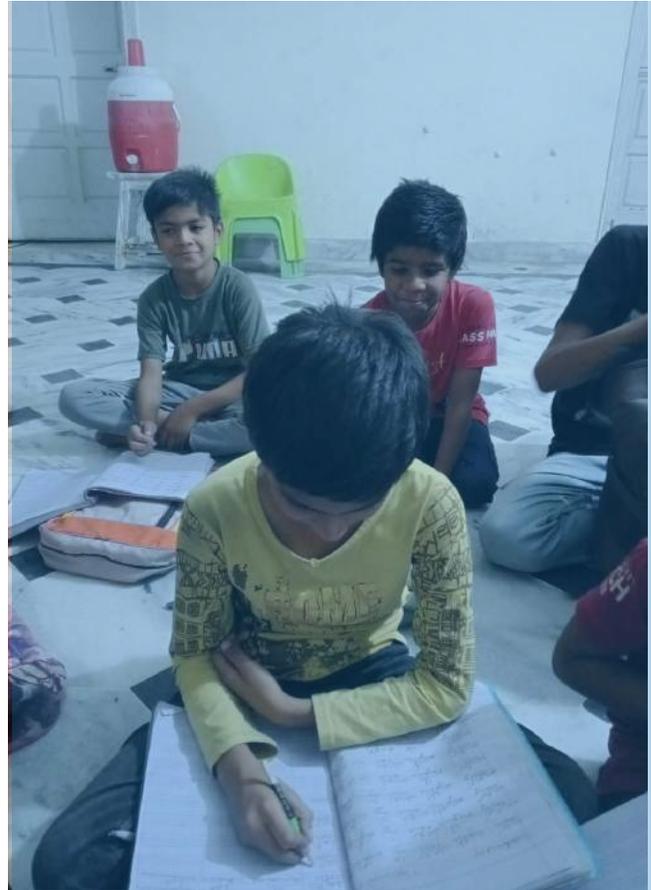


Figure 12: Guardian Profession of Grade 4 students by type of school (%)

Parental Profiling: Perception of their Children's Homework Activities

Homework is a cognitive activity that allows children to revise the lessons and practice their knowledge about a subject. Furthermore, teachers assign homework to students to improve their time management and self-discipline skills. In Figure 13 and 14, the answers of parents to questions about whether their children receive and do homework as well as the time they dedicate to it daily is displayed. From the summaries, it can be seen how the percentage of parents that report that that their children always

receive and do the homework is higher among those that send their children to public school (70% versus 83% of the respondents gave a positive answer respectively) than those of them that send them to private school (67% versus 79% of the respondents gave a positive answer respectively). When we look at how much time students spend doing homework, the data shows that there are not huge differences between students that go to public schools and students that go to private schools (Figure 14).

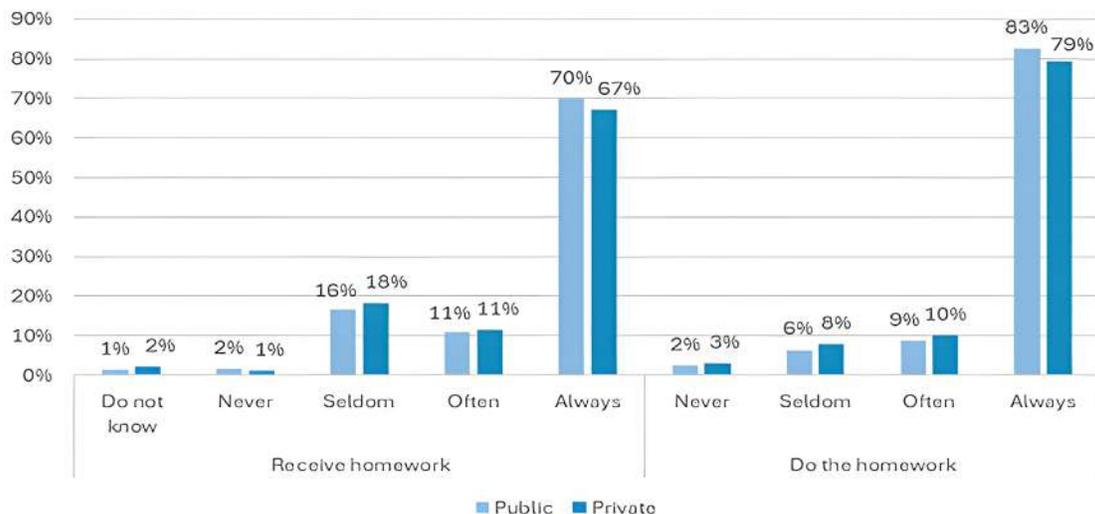


Figure 13: Answers of parents on whether their children receive and do homework (%)

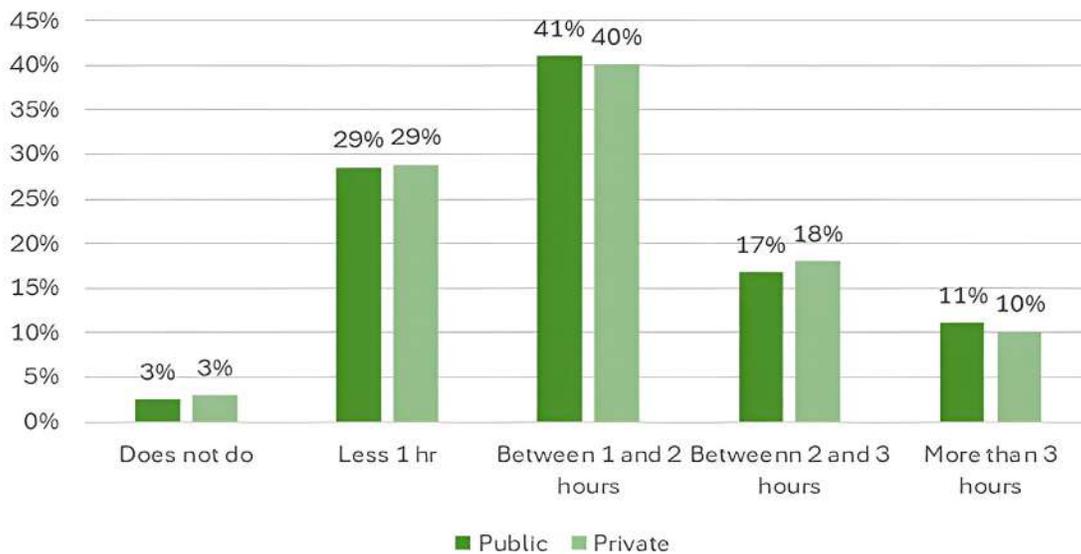
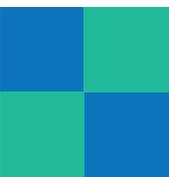


Figure 14: Parent's perception on the time their children spend on homework (%)



Parental Profiling: General Perceptions of Parents about the factors that impact their Children's Education

In the questionnaires that were conducted alongside NAT, parents were asked about their level of satisfaction about some of the services that are provided by the schools. Figure 15 summarizes the percentage of parents that are not satisfied by each of the elements that were asked in the survey. Overall, it can be seen how there are no huge differences in the percentage of parents that send their children to public or private schools that are concerned about the following aspects: children are subjected to unnecessary scolding, corporate punishment is given,

lack of teaching aids and lack of basic facilities. It can be seen, however, that those parents that send their children to public school are more concerned than those that send them to private school about the shortages and absence of teachers as well as the unsatisfactory teaching methods and lack of teaching facilities. Thus, those parents that send their children to public schools are less satisfied with the quality of teaching, availability of facilities as well as teacher absenteeism.

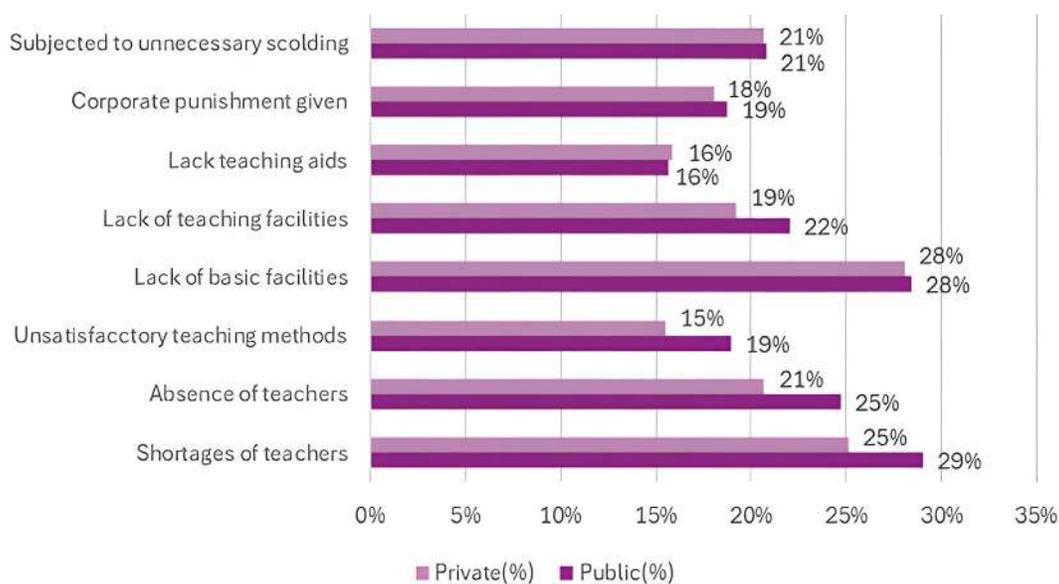
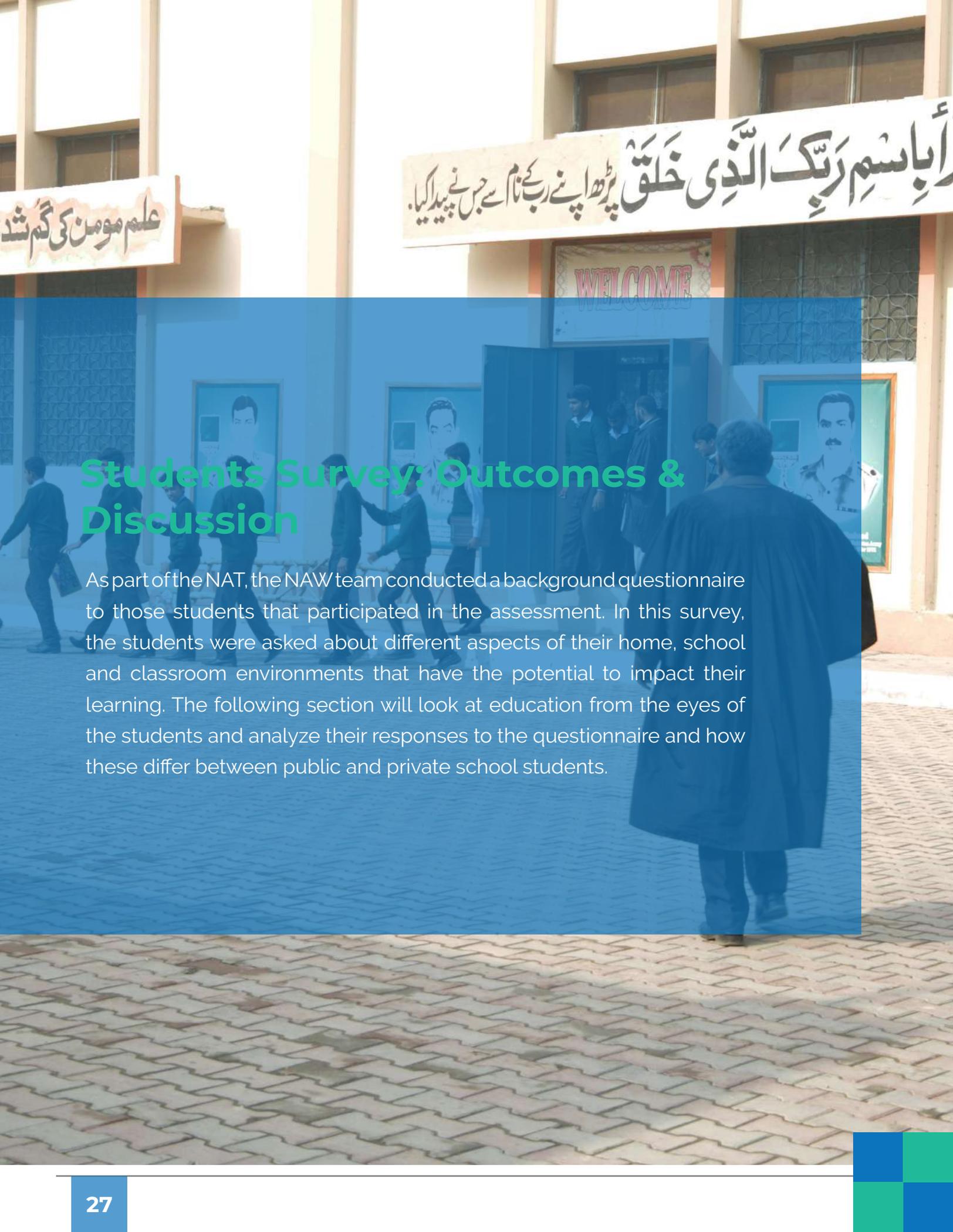


Figure 15: % of parents that are not satisfied with the following factors



بِسْمِ رَبِّكَ الَّذِي خَلَقَ

علم مومن کی گم شد

WELCOME

Students Survey: Outcomes & Discussion

As part of the NAT, the NAW/team conducted a background questionnaire to those students that participated in the assessment. In this survey, the students were asked about different aspects of their home, school and classroom environments that have the potential to impact their learning. The following section will look at education from the eyes of the students and analyze their responses to the questionnaire and how these differ between public and private school students.

Students Profiling: Distance to School

The distance and time that children need to travel every day is determinant when parents are deciding whether to send their children to private or public schools. In Figures 16, 17 and 18, a comparison between the time and distance that children must endure to go to school in private and public institutions is displayed. From these figures, there are no substantial differences between the time and the distance that children have to go to school between those that attend public versus those that attend private institutions. Therefore, it can be said that the profiles and answers to these questions are similar in the two groups.

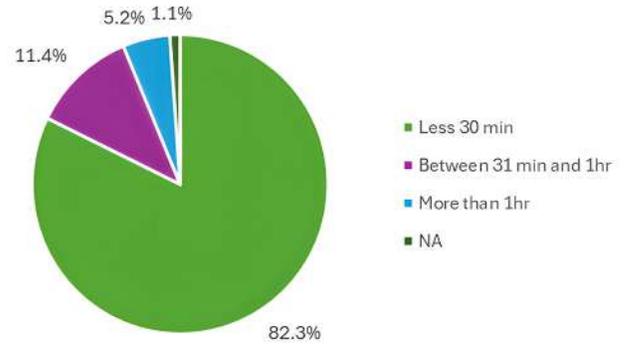


Figure 16: Commuting time for students that go to private schools (%)

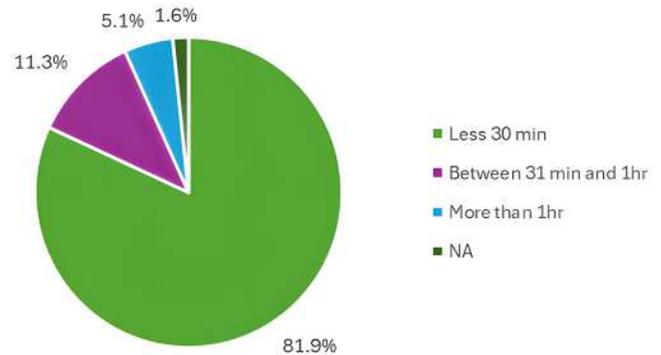


Figure 17: Commuting time for students that go to public schools (%)

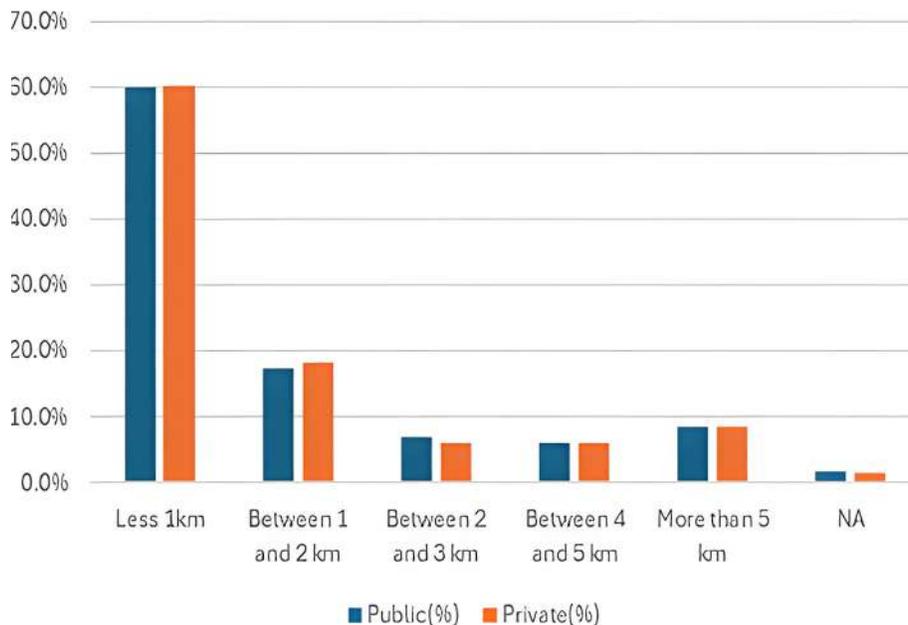


Figure 18: Distance to school for grade 4 students in ICT (%)

Students Profiling: Available Resources at Home

The environment at home is a key determinant for how a child learns. It must be understood that in general terms, more than 80% of children's time is spent outside the school and therefore, the environment that the child lives at home is as important, if not more, than the one that they experience when they go to school. In the student survey conducted alongside NAT, students were asked about the availability of certain resources in their home environment.

Figure 19 shows the percentage of students that report having a series of resources in their home. The overall view shows that the rate of ownership of telephones, tablets and dictionaries is slightly higher for the students that go to private schools than the ones that go to public school. On the other side of the spectrum, we see that the rate of ownership of mobile phones, TVs, Computers and access to the internet is higher for students that go to public schools than those that go to private schools. In general terms, it can be seen

from the data that in these cases the difference in ownership between these two groups is not large. One observation that is worth noting in this case is the low rates of ownership of technological items such as tablets, computers and telephones among students of both private and public schools. The data is showing that in a lot of cases, students in ICT do have very low levels of exposure to technology.



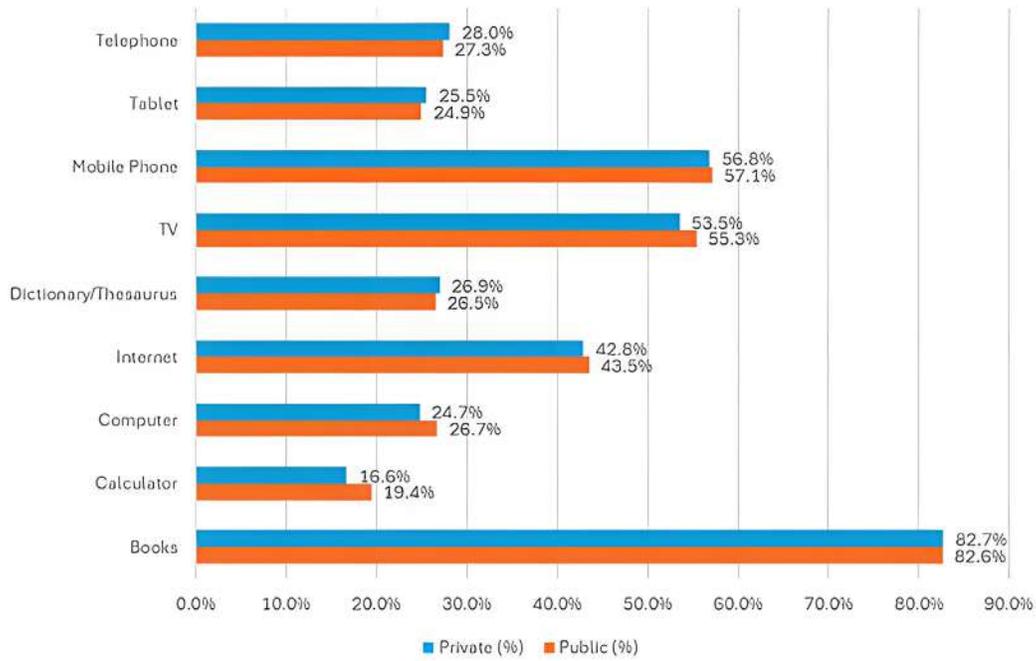


Figure 19: Students that report having the following items in their home (%)



Students Profiling: Factors impacting Students' Performance

In the questionnaire for students, they were asked about different factors that affect their performance at school. Figure 20 below gives a summary of the percentage of students that reported that these different elements have an impact on their studies. From what it can be seen, commitments at home such as the need to help at home with household chores (around 60%) and meeting relatives (around 43%) are some of the factors that had a higher percentage of students

reporting that they have an impact in their studies. The data shows that the percentage of public-school students that report that sports, meeting relatives, bringing groceries and school closures have an impact on their studies is higher than in the private school students. Private school students, on the other hand, have a higher percentage of their respondents indicating that helping parents and helping with household chores has an impact in their studies.

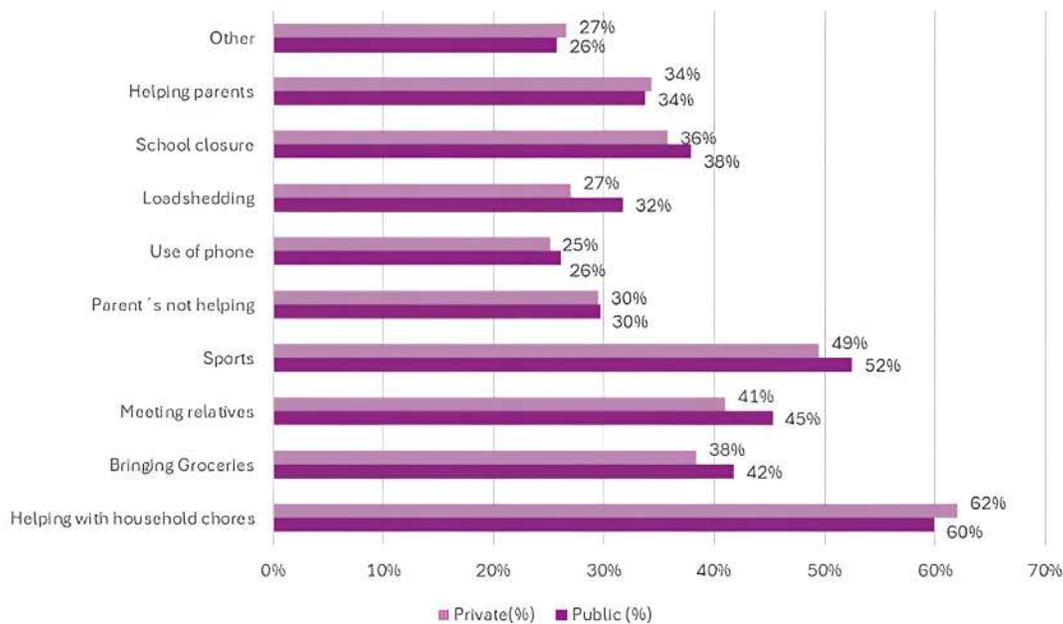


Figure 20: Students that report that the following affect their studies (%)

Students Profiling: General Perceptions of Students about their Class Environment

The school and class environments are important for the psychological development of children and their ability to learn. For this reason, students that were examined in NAT were asked about their classes and how these were taking place. Figure 21 shows a summary of the responses obtained in the survey. From the answers that were received, there is a positive outlook by students about all the questions that were asked in this regard (more than 80% of the students were satisfied with the elements that were asked in the questionnaire). The outcomes also

show small differences in the answers provided between public and private school students. On the one hand, the percentage of students that are satisfied with their ability to ask questions in class, ask teachers for help, peer inclusion and liking the class is higher amongst those that attend private schools than those that go to public schools. On the other hand, the level of satisfaction about being able to express ideas in class and liking the environment in the school is higher amongst public school students than private school students.

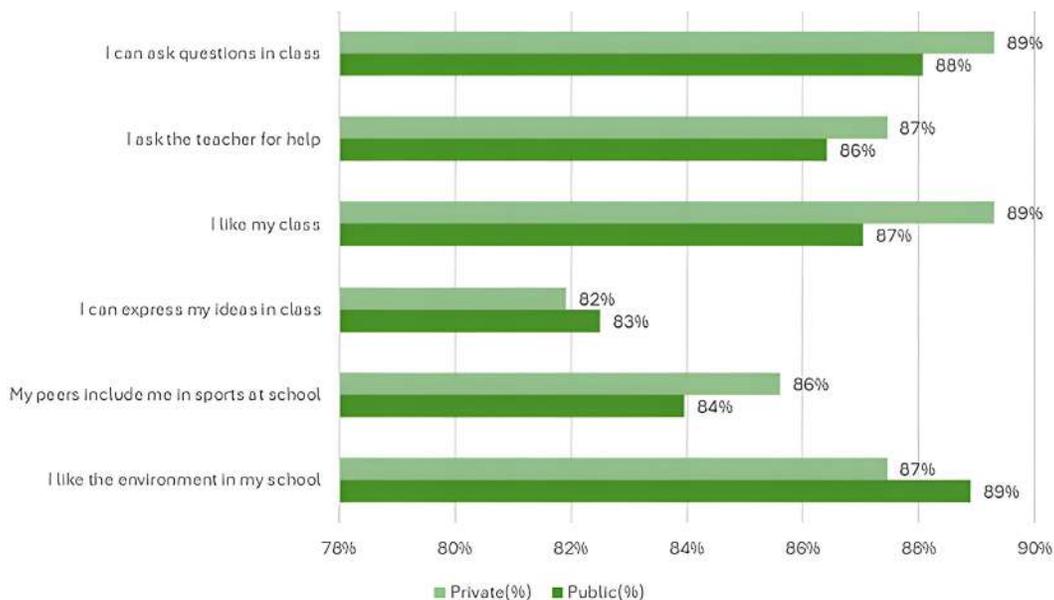
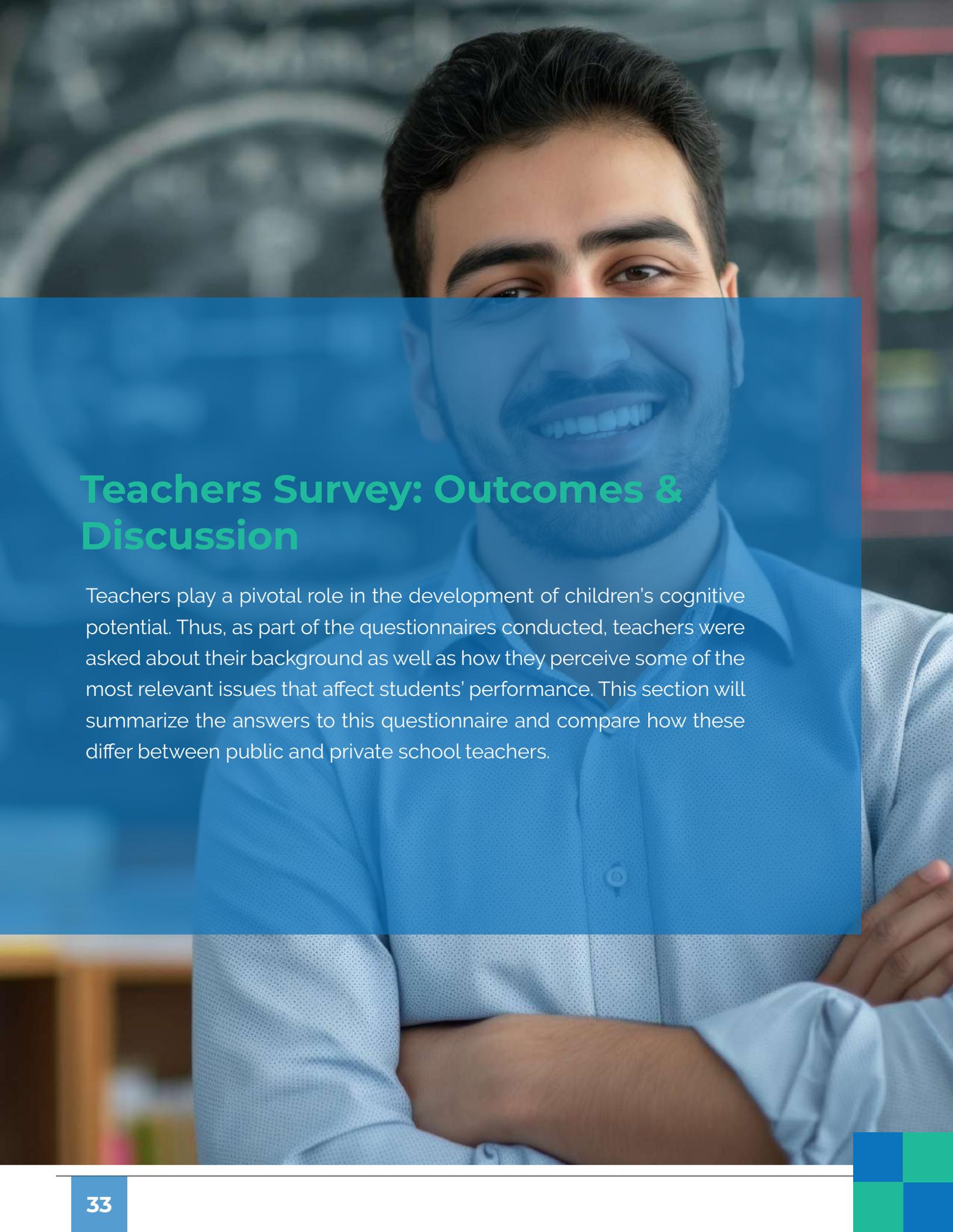


Figure 21: Students that answer “yes” to the following questions (%)



Teachers Survey: Outcomes & Discussion

Teachers play a pivotal role in the development of children's cognitive potential. Thus, as part of the questionnaires conducted, teachers were asked about their background as well as how they perceive some of the most relevant issues that affect students' performance. This section will summarize the answers to this questionnaire and compare how these differ between public and private school teachers.

Teachers Profiling: Average Number of Students per Class

The number of students that are in a class has a huge impact on the quality of education that the students receive. Bigger class sizes are harder to manage and the teacher has less room to use tailored teaching techniques to address the specific needs of their students. From Figure 22 below, there are huge differences

in average class sizes reported by teachers that teach in public schools (41 students per class on average) versus those that teach in private schools (19 students per class on average). Thus, teachers in public schools' report having more than double the students per class than those that are in private schools.

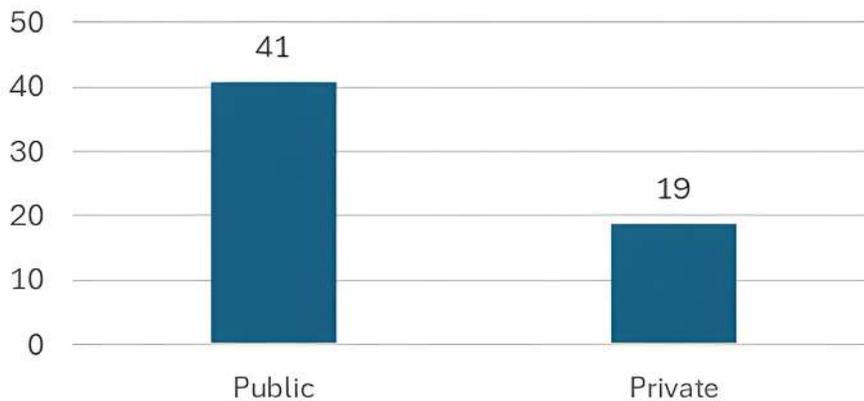


Figure 22: Average number of students that teachers report having at home



Teachers Profiling: Professional and Academic Qualification

The ability and knowledge of teachers have a huge impact in how the class performs and therefore, the teacher background questionnaire asks teachers to provide information about the studies they have achieved as well as their professional qualifications obtained. Both figures 23 and 24 provide interesting patterns that differentiate between the profiles of teachers that teach in public versus private institutions. From an academic perspective, it can be seen that around 69% of teachers in public schools have obtained a Master's or a PhD level academic qualification while this percentage is 23% of teachers in

the case of private schools. This shows how, in general terms, teachers in public schools have more rigorous academic backgrounds than those in private organizations.

Similarly, if we look at the professional qualifications obtained by teachers, there are differences between these two groups, especially when we look at the percentage of teachers that have an undergraduate and Master's Degree. In both of these, we see that the percentage of teachers that have an undergraduate degree in education is higher among public school teachers than private



school teachers (43% versus 30% respectively) and the same happens when we look at whether we look at whether they have a Master's Degree in education with 39% public school teachers reporting to having a master degree in education while no teachers in private schools report having such qualification. Thus, when it comes to qualifications that are relevant for teachers, public school teachers seem to have better preparation than their private school teachers' counterparts.

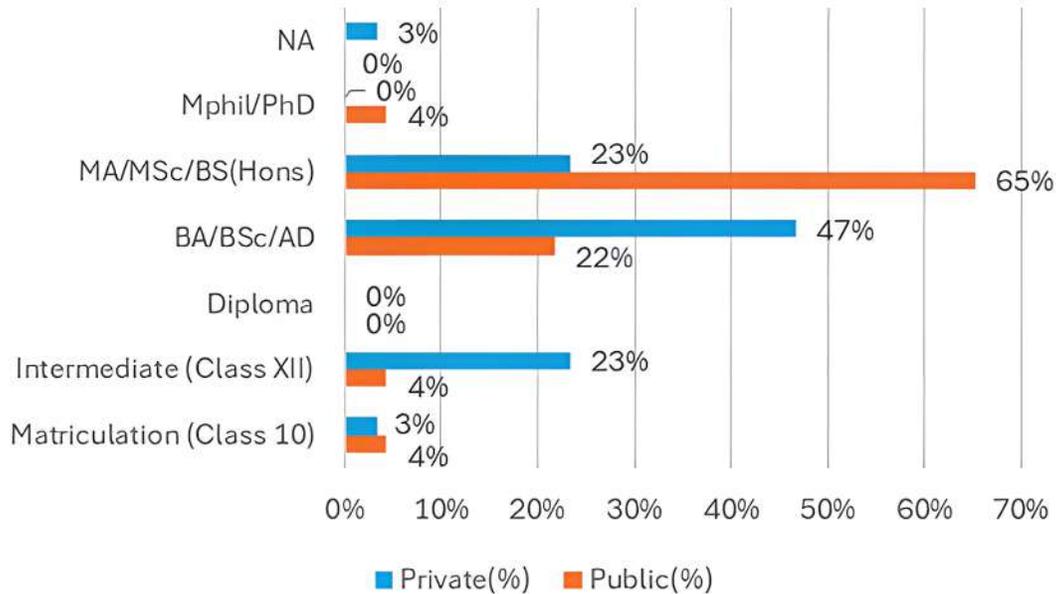


Figure 23: Distribution of the academic qualifications teachers obtained (%)

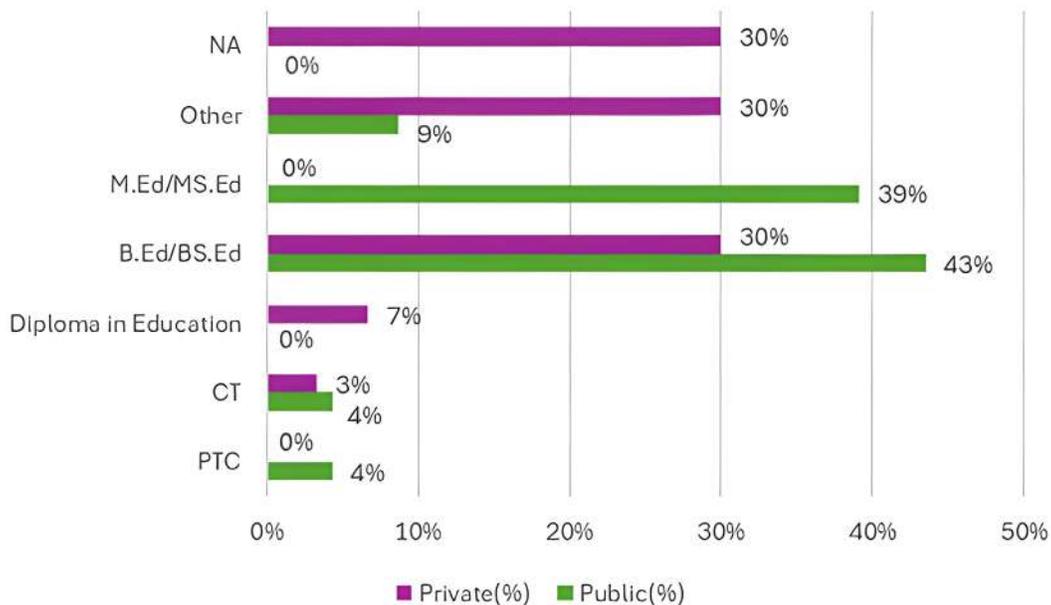


Figure 24: Distribution of the maximum professional qualifications that teachers achieved (%)

Teachers Profiling: Work Experience

Figure 25 looks at the years of experience that teachers in public schools have versus those that teach in private institutions. The summary of the data obtained shows that there are important differences between the experience of those teachers that teach in public schools versus those that teach in private schools. In Figure 25 it can be seen how more than 73% of the teachers that are teaching in public schools report having more than 11 years of experience in

teaching compared to the 17% of the teachers that work in private schools. On the other side of the picture, it can be seen how only 18% of the teachers in public schools report having less than 5 years of teaching experience, while this figure is much higher in the case of private schools at around 57%. Thus, the data shows on average teachers in public institutions have substantially more experience than those that work in private institutions.

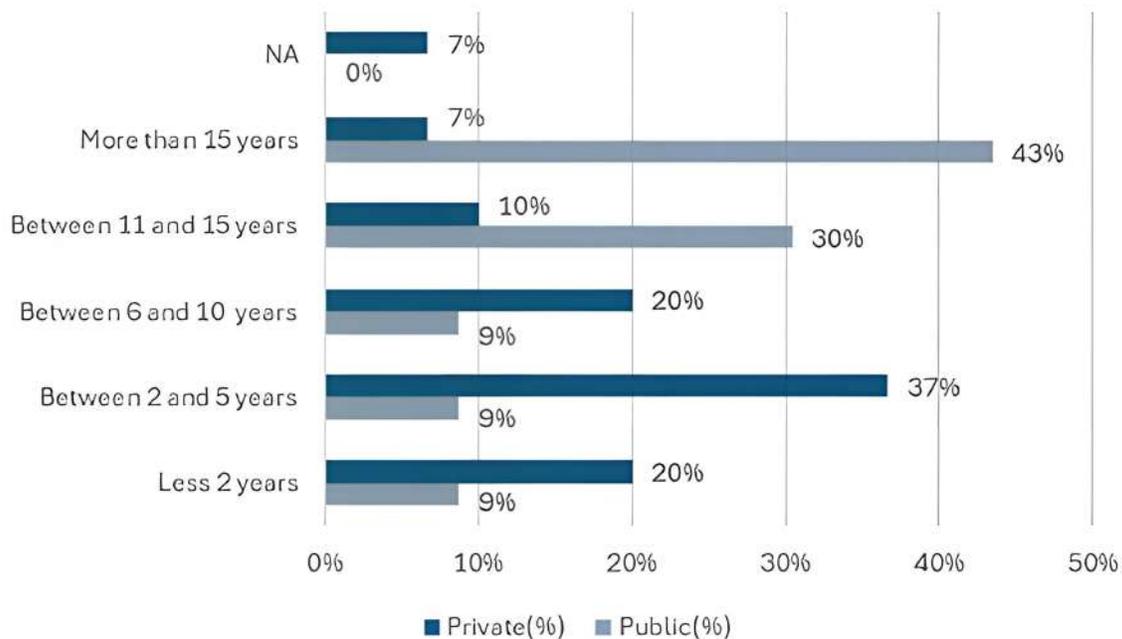


Figure 25: Distribution of years of experience of teachers (%)

Teachers Profiling: Frequency in which teachers have to teach 2 or more classes

Multigrade teaching can have a huge impact on the quality of education that teachers are able to provide. In the survey that it was conducted, teachers were asked the frequency to which they had to teach two or more classes at the same time. In Figure 26, it can be seen how the answer to this question is substantially different between public and private school teachers. On one hand, the percentage

of teachers that report that they teach two or more classes at once is higher among the private sector teachers than in the case of public school teachers. The number of teachers, however, that report that they never have to teach two or more classes at once is lower in the public school teachers group (30%) than in the private schools group (37%).

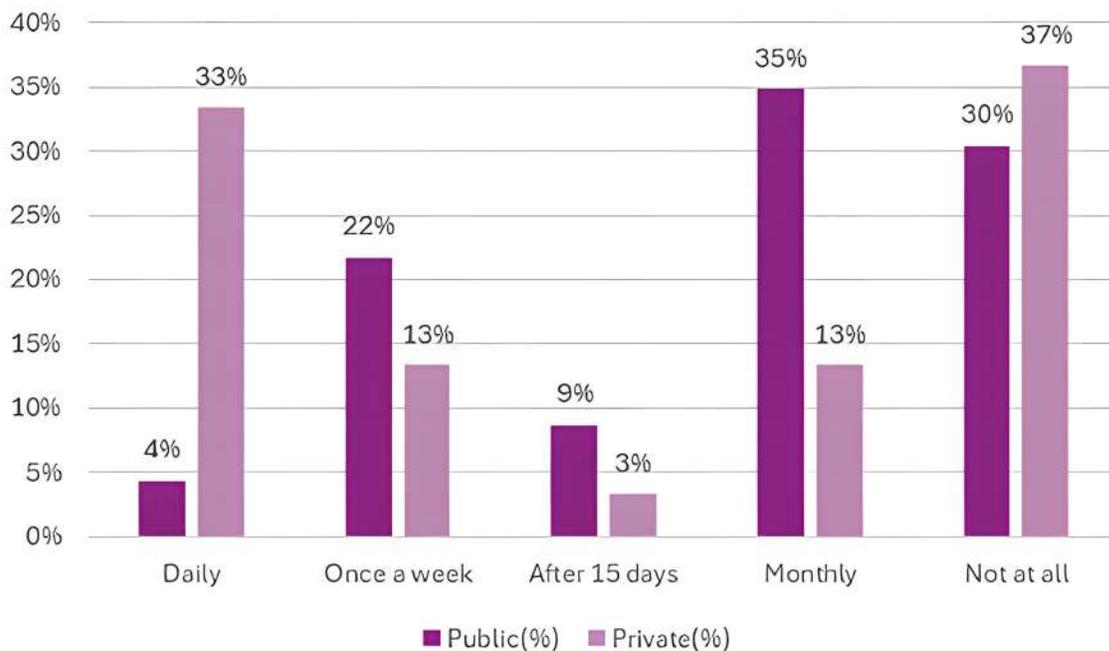


Figure 26: Distribution of years of experience of teachers (%)

Teachers Profiling: Opinions on what affect Students Learning

Teachers have knowledge and experience about the classes and how different factors are affecting the ability of children to learn. Through a series of questions, teachers were asked what they thought about key factors that could impact their students' ability to learn.

In Figure 27, the answers to these questions are summarized. From these results, it can be seen that the two factors that teachers thought were the biggest determinant to students performance were absenteeism with nearly 90% of teachers reporting that this had a negative impact on learning and children completing their homework with nearly 80% of the teachers reporting it as problematic. With regards to the

distribution between private and public-school teachers, we see that there are notable differences in their responses. Public school teachers are more concerned about lack of educational requirements, children not completing homework, lack of moral training of children, the emotional and psychological problems of children and children not completing their homework. On the other hand, the percentage of teachers that report being concerned about how overprotective parents are, the excessive use of phone and internet, interest of children in extracurricular activities and students' absenteeism is higher for private school teachers than public school teachers.

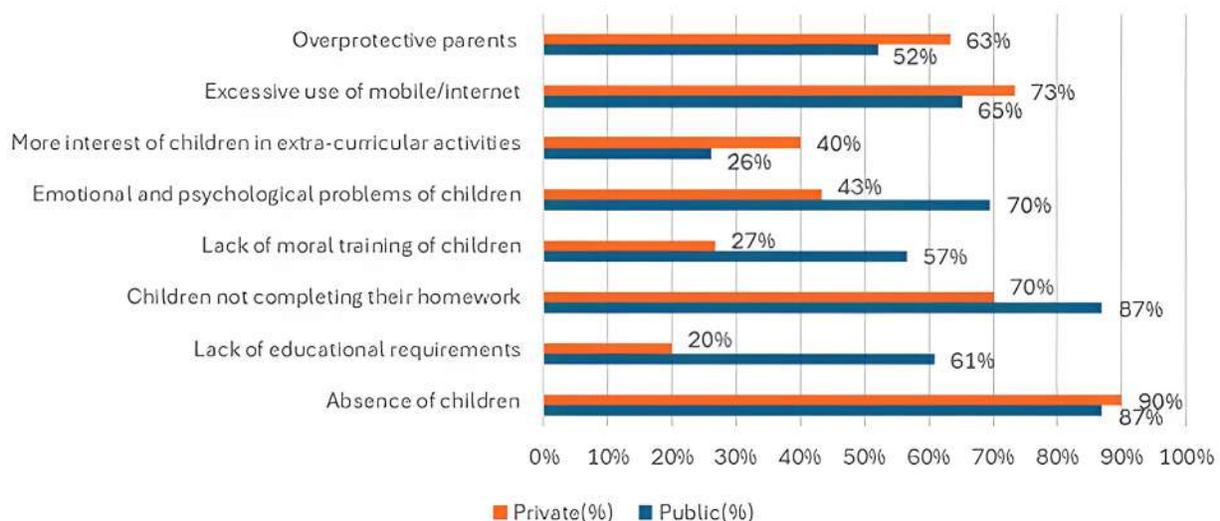
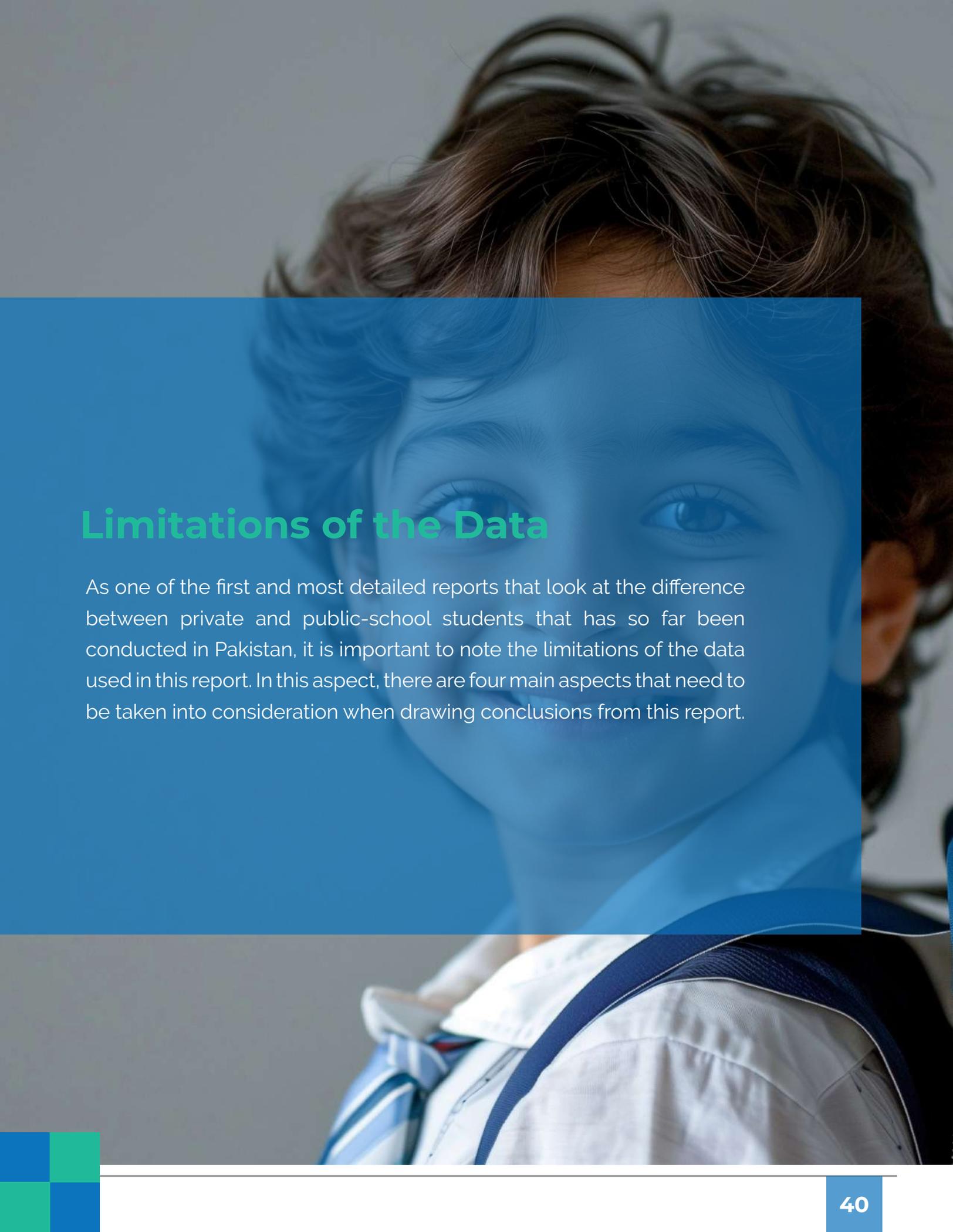


Figure 27: % of teachers that believe that the following items had an effect on students' learning



Limitations of the Data

As one of the first and most detailed reports that look at the difference between private and public-school students that has so far been conducted in Pakistan, it is important to note the limitations of the data used in this report. In this aspect, there are four main aspects that need to be taken into consideration when drawing conclusions from this report.

Only ICT was covered:

As part of NAT 2023, only the Islamabad Capital Territory private schools were included in the assessment. Thus, information about the performance of private schools in other provinces and territories of Pakistan is currently unavailable. As one of the most developed regions of the country, the ICT region should not be taken as an overall representation of the situation in Pakistan.

Elite schools have not been included:

Due to the lack of collaboration of private schools and more specifically elite schools when conducting the assessment, data from this type of schools have not been included in this report.

Small Sample Size:

The main aim of the NAT exercise is to provide a nationally representative overview of students learning performance in Pakistan. As such, the sample size for ICT is small and only included 22 private and 26 public schools for Grade 4 was used with 777 students participating in the assessment, 506 from public and 271 from private schools.

Multiple Choice Format:

The NAT test follows a multiple-choice format when examining students, where students are required to choose the correct answer among four options that are given to them. Therefore, given this formatting, there is a 25% probability of a student answering a question correctly even when the answer is unknown to him or her.

Recommendations and Conclusion

The findings of this report have shown that there are no huge differences between the grades that public school students and private school students in ICT obtain in the National Assessment Test examinations. This is a surprising factor as it is usually believed that the quality of education that public schools offer in Pakistan is below the one that is offered by private schools. Although the grades do not seem to be different between these groups, we have seen that there are numerous aspects where their profiles are not the same. Overall, data shows that while private school's average teacher student ratio is half of the one you find in public schools, the teachers in public schools have a more solid academic background and more years of teaching experience than their private counterparts. Furthermore, more parents report to be concerned about teacher shortages and absenteeism in public schools than in private schools, suggesting that the monitoring mechanisms for teachers in place are weaker in the public sector than in the private sector. All of this shows the potential strengths and weaknesses of each stream of education.

Based on the main observations seen in this report, the following policies are recommended to improve how the system is managed:

- Expand the existing monitoring mechanisms and data sources for both private and public schools in Pakistan. The current national test that the central government undertakes only covers public schools in all provinces. ICT is the only territory where private schools have been tested and their learning levels have been measured and hence there is a huge gap in knowledge and data on private schools in Pakistan. Due to the growing role that these schools have in the overall education in the country, it is important to keep track of its performance and obtain reliable information that can feed into the practices of the public and private education systems.
- The report has shown important differences in the concerns with regards to teachers. Parents that send their children to public schools show higher levels of concern when they are asked about teacher shortages and absenteeism than parents that send their children to public schools. Although these specific findings are supported mainly on perceptions rather than actual data on teacher attendance, it is generally known that the monitoring mechanisms of public schools with regards to their teacher performance and attendance are weaker and hence this should be improved. School-level records on teachers' participation as well as clear disciplinary policies should be implemented to limit absenteeism among teachers in public schools.
- Expand the data sources available to track the performance of medium-fee, high-fee and elite private schools. The NAT database mainly uses data on low-fee schools in the city. Ensuring that information from other types of school is also collected is important to learn from their policies and way of operating and seeing if these could be adopted by other types of schools that have a lower performance overall.

- Create a framework for private schools that need to be followed, with the minimum standards that these must meet to be a school. Currently, private schools are obligated to follow the national curriculum and align with the standards that this policy sets. There are, however, little.
- Ensure that access to teacher training and resources developed by the federal government is guaranteed for private school providers. There are a great number of low-fee schools that lack the resources to train and improve the quality of their teachers' skills. By ensuring access to these resources, the government has the potential to improve the quality of teachers in these schools that cater to some of the poorest segments of the population.
- Design policies that target girls' education in public schools. Data from NAT has shown that girls perform relatively worse in public school settings than in private schools, which evidences the need for more targeted policies in public schools that target the needs of this population.
- Focus on reducing the student-teacher ratio in public schools. One of the key findings of this report is that there are huge differences between the student-teacher ratios of private and public schools, with private schools having nearly half of the average students per class than public schools. This is likely to be driving learning levels down in public schools and hence increasing the number of teachers and number of schools should be a priority of the government to improve outcomes in public settings.



