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Lack of Infrastructure and educational facilities in Public schools and its effects on quality education of Students

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Abstract

It is a great fact that having a school in good condition is decisive for students to reach their destination having academic results. This kind of place affects people who love to study and learn. Physical contact is secondary, and concentration on reading is important. The study's objective is to determine the effects of a lack of infrastructure and educational facilities on students' quality of education. The present investigation was carried out in two different schools located in Uch Sharif, Oriental Public School and Janbaz Public School of Uch Sharif, to view the Lack of infrastructure and educational facilities in public schools and their effects on students' quality of education. A cross-sectional study was conducted with 140 students who are studying in public schools. A simple random sampling technique was used. The researcher used the dichotomous variable, Yes or No 52.9 per cent of the respondents' schools have proper classrooms. The conclusion is that education provides the fundamentals for the socio-economic development of a country. The educational system's lack of infrastructure and facilities badly affects students' quality of education, and this does not allow a country to grow. Every student should be given an equal chance of development in the best possible environment.

Keywords: Education, infrastructure, quality education, educational facilities, school

1 Introduction

Education has a vital role in the development of every country. A fundamental tenet of society is to take into account the country's educational system (Gylfason, 2001). Education is the driving force behind all global advancement; nations with strong educational systems are the most amazing

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places on earth because education plays a vital role in progress (Hanushek & Wößmann, 2007). It raises awareness among the inclusive community about its issues and presence on the earth. It stimulates creative thinking and pondering in tired minds. Accordingly, enlightened and stable countries acknowledge the harsh reality of the world (Smith, 2007). The primary factor influencing the functioning of employment in Pakistan is the essential time of course. It's shocking to learn that one of the disciplines denied national prominence and proper consideration by previous administrations is education.

The all-inclusive community region in Low levels of educator ability, a lack of homeroom-based teacher support, a lack of systems to evaluate understudy learning outcomes on uncommon issues on contemporary challenges in society, uneven supervision, a lack of resources for necessary teaching and learning materials, and a weak organizational structure all contributed to Pakistan's inadequate preparation (World Bank, 2006). Upgrading Pakistan's level and type of preparation has been the main goal of the government system for the past few years (Yangambi, 2023). The Pakistani government is planning to expand the open plan of basic guidance. Government schools can use this measure to determine whether they have reached a wider audience by growing their enrollment faster than the improvement in the general population. The fundamental preparation has been subjected to staggering anxiety since it defines the centre of attention for the capable masses (Pillay & Shipalana, 2023).

Pakistan's primary school enrollment and education rates have changed over the past five years, although they remain low when compared to other nations in the region. The problem is in the underlying framework and concurrently existing guiding systems, which ultimately become a barrier to providing high-quality preparation (Ayoko et al., 2023). In order to increase or maintain student accomplishment, planning for change should now take into account a wide range of factors, including the state of the school building (Hathaway, 2005). Similarly, it is acknowledged that understudy performance is directly impacted by the state of school systems. Growing understudy achievement has been linked to adequate learning environments attained by repairing or revitalizing US state-sponsored school buildings (Umar et al., 2023).

Pakistan boasts one of the lowest ability rates on the planet; according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), it is 55 cents for every dollar, ranking it 160th out of 171 comparable countries. Many schools are getting into the preparedness business, especially in Pakistan's many large urban areas, but residents of regular zones are suffering an increasingly noticeable setback (Kalim, 2023).

2 Public Primary Schools

Public Schools, also known as "state schools", are no-fee schools funded and operated by the Government. These schools are managed and run by the government under an education department, which is headed by a Government functionary (Ibrahim, 2023).

Public elementary educational institutions Whether municipal or federal, governments separately oversee schools. They must choose their pupils based on merit and collect money to pay for their education (Saima & Habib, 2023). They rely on financial support from the government. Talented pupils are eligible for scholarships. Prior to the establishment of public education, all schools were public. Trusts were in charge of managing them, either for the benefit of the public or to generate revenue for the owners. According to McCormick, Moore, and Yandle (1994), a larger population, higher incomes, and greater levels of education result in a greater demand and supply for private education.

It is well known that education in public schools is disorganised and lacks structure. According to Lubienski and Lubienski, (2006), pupils in public schools have historically performed worse on standardised examinations than in private schools. These institutions charge minimal monthly fees

in addition to low admissions. Despite their modest fees, the majority of parents are not happy. Parents can increasingly select the schools for their children, according to Schneider and Buckley (2002). Honing and Oort, (2009) noted that private and public sector business employees exhibit different organisational behaviours. According to Wilkinson and Yussof (2005), public school instructors are not only underpaid and of lower academic standing but also exhibit irregular behaviour, tardiness, and lack of sincerity in their teaching. The headmaster will not immediately fire a teacher if it is discovered that they are acting strangely.

In private schools, headmaster oversight, better planning, organisation, and mutual understanding contribute to parents' happiness and students' improved academic achievement. However, this kind of supervision is absent in public schools (Papcunová et al., 2023). Stakeholders' positive contributions are essential to the growth and advancement of public-school education. As a result, we would like to carry out this study using Punjab province data to verify it (Kaenong et al., 2023).

3 Infrastructure and educational facilities of public schools

The development of human capital heavily depends on education. Enhancing individual productivity and efficiency produces skilled labour, which can steer the economy towards sustainable development. The state of Pakistan's education system is not as great as it is in many other developing nations (Donkoh et al., 2023).

Low primary enrollment rates, significant regional and gender gaps, a shortage of qualified teachers, inadequate instructional resources, and subpar physical facilities of schools are all signs of this industry's subpar performance.

To extend the life of a building, maintenance improves the quality of the building structure to match contemporary criteria. It is necessary to guarantee building occupant safety. According to Shohet and Straub, (2013), there is a growing need for maintenance programs to offer tools that facilitate maintenance planning. Olagunju (2011) confirms that not having the right tools for preventative maintenance of current infrastructure and structures might have negative long-term effects. Undertaking maintenance tasks is necessary to ensure the security of both building occupants and their belongings and maintain the structural integrity and functioning state of the supporting infrastructure.

The provision of maintenance tools, particularly for public secondary schools in our communities, can help us meet these objectives. A significant factor influencing public secondary school performance is maintenance difficulties. Literature also noted that awarding lucrative building maintenance contracts without following the proper procedures results in subpar building upkeep. According to Zubairu (2010), inadequate upkeep is to blame for Nigeria's public buildings' numerous abandoned and malfunctioning amenities. This emphasises the necessity of researching the maintenance tactics employed by school administrators and other elements influencing the upkeep of secondary school buildings to provide pertinent maintenance tool solutions.

The National Centre on Education Statistics, or "NCES," (2003) states that school facilities maintenance should be a priority for the organization's long-term maintenance management plans and daily operations because it impacts the school's physical, educational, and financial foundation. Due to their extended helpful life, school buildings are an asset and component of a society's infrastructure. Even with the replacement of all original parts, most structures deteriorate quickly by age 40 (Lyons, 2001). According to Earthman (2004), a student's building age is frequently a good indicator of their bad performance. According to several writers (Keith, 2008; Shohet, 2003; Kaplan et al., 1996), there is evidence that building age affects the performance of infrastructure.

Infrastructure development is a key factor in raising the worth and utility of buildings and public

spaces. In these public schools, the availability of potable water, power, drainage systems, sanitary facilities, sewage disposal, and access roads not only supports the proper operation of the physical developments but also serves as an aesthetic complement to the structures. According to Jijac et al. (2009), maintaining urban infrastructure is a complicated process that becomes much more challenging when deciding which components to prioritise. According to Mojela (2013), there are several reasons why South Africa's public-school infrastructure is in such horrible shape. These include vandalism, insufficient finance, a lack of stakeholder ownership, and insufficient government engagement. Additional issues included overpopulation, neglect, postponed maintenance, and lack of maintenance. The proposal suggests a multi-stakeholder framework to ensure appropriate public-school infrastructure maintenance and address the current dereliction state.

4 Reasons behind the Poor condition of Public School

Becoming a primary school teacher requires ten years of education and an eleven-month certificate program. This is one of the basic requirements for becoming an educator. Numerous studies have demonstrated a strong correlation between instructor years of formal education and student accomplishment. According to Galani et al. (2008), students of teachers with 12 years of education outperform students of matriculate (10 years of education) teachers, who in turn outperform students of teachers with only grade 8 qualifications.

Local interest groups have the power to influence teacher appointments in schools by attempting to position teachers of their choosing inside their area. Political influence or large financial payments are factors in the appointment of teachers, particularly in primary schools. Teachers employed by the government have a set wage package and pay scale (Ornstein, 1994). School building and facilities in the school premises are one of the main reasons that attract students to school.

If school building is broken, furniture in not up to date, there is no clean drinking water and there is no play ground to keep students engage there is high chance that school enrolment will be low. As all these things are directly link with the function and supervision of the government and proper utilization of the funds. Parent’s behavior is the main reason behind the enrolment of student. As their child education does not have any monetary benefit for them so they are least interested in sending their child to schools rather they send them to work at any small tea stall or work at any cattle farm.

Curriculum is the main component of the child education. If you get a child enrolled in school, give him/her all good facilities, hire a good teacher buy what that teacher will taught to that student is the most important part. Curriculum is the main difference between private schools and public schools and it is the at most priority of educationist to set a curriculum in such a way that is help in upbringing of the child (Zaman et al., 2019).

5 Objective of the study

Uch Sharif has a large number of public schools, just like other parts of Punjab. Parents who are unable to pay the tuition and other costs associated with private schools opt to enroll their children in these institutions. There are limited goals for this study to look into these causes. The objectives are as under:

1.To assess the availability of infrastructural amenities in public schools.

2.To examine the educational facilities in public schools.

3.To find out effects of lack of infrastructure and educational facilities on quality education of students.

6 Materials and Methods

A cross sectional study was conducted with 140 students who are studying in public schools. So that, researcher investigated the Lack of infrastructure and educational facilities in public schools and their effects on quality education of students which were studying in Oriental public school and Janbaz public school Uch sharif, Pakistan. The Respondents selection from each school is based on the simple random sampling technique. 140 Respondents randomly selected from available lists in schools. In both schools' students face infrastructure and problem in educational facilities. This situation ensures the suitability of simple random sampling design for this study.

According to reports, using a random sample strategy can improve fieldwork efficiency, especially when it comes to doing in-person interviews, and making the sampling process somewhat simpler (Kothari, 1985). Researcher interviewed all the students of primary classes of the two schools including Oriental Public school and Janbaz Public school of Uch Sharif. A proportionate sample of 140 respondents was interviewed randomly from among the lists of students available in these schools. Table 3.1 provides information on the total number of respondents questioned in the previously indicated centers. Table 3.1 Number of the respondents interviewed in two schools.

Serial#	Name of the school	No of students
1	Oriental Public school	57
2	Janbaz Public school	83
	Total	140

7 Data Collection

We created an extensive interview schedule that covered nearly every facet of the research. The questionnaire's conceptual design had one dependent variable—the quality of pupils' education—and one independent variable—the absence of infrastructure and educational facilities. Before the actual data gathering procedure began, the interview schedule was pre-tested to eliminate any potential ambiguity or inconsistency. When creating the interview schedule's attitudinal questions, the thoughts or ideas were typically gauged using a variety of statements that fell on a positive or negative continuum. Scaling is the term for this data organizing procedure. The current study used a five-point Likert scale. Below is a quick explanation of this scale.

It's one of the often-employed techniques for measuring attitude. According to reports, this scaling technique is the most dependable (Smith, 1981). First, a pool of attitudinal statements was created for this kind of scaling based on the author's personal experience as well as the body of existing literature. Next, answers to each of the statements were gathered from the individual. Every response in the statements received a cumulative total of its separate ratings. We used the dichotomous variable Yes or No for general information. In social science, assessing a single concept or variable requires the use of at least two items, especially when attitudinal statements are involved. Index construction is the process of combining two or more things (Smith, 1981). In order to obtain the required level of response, the dependent variable was index.

8 Conceptualization & Operationalization

Operational definitions of generic ideas and variables, coupled with the specific components that the researcher uses, are necessary for conceptualization. As a result, the following are some conceptualizations of key ideas utilized in the study:

8.1 Education

Education is the act of acquiring broad knowledge, strengthening one's ability to think and make decisions, and generally preparing oneself or others intellectually for adulthood.

8.2 Infrastructure

The essential infrastructure and services that a nation or organization needs in order to function, including power and transportation (Cambridge dictionary). The indicators regarding infrastructure are school having permanent class rooms, school have any library, school have any playground, school have Wall or fence, school have proper toilets, school have drinking water supply, water supply reliable, school have electricity, electricity reliable, school easily accessible, school have proper classroom, school have proper desk and chairs, school have building (Zubairu, 2010; Olagunjo, 2011), school have canteen, school have sports material and building of school in good repair (Izobo-Martins et al., 2014).

8.3 Educational facilities

"Educational facility means any building used for instruction of enrolled students, including but not limited to any day-care center, nursery school, public or private school, college, university, medical school, law school, or career and technical education school", (English dictionary). The indicators regarding educational facilities are proper teaching staff, providing text books to students, trained teaching staff, provide sports music and drama activities, provide answer sheets, school having material, school have early childhood rooms, providing facility of computer, teacher punish students, proper communication with family, community involvement (Almani et al., 2010) and having school management committee (Honlfeld et al., 2010).

8.4 Quality education

Quality is something that people may have as part of their character, for example courage or intelligence (Longman dictionary).

The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life (Dictionary). The indicators regarding quality education are student feel safe at school, teacher encourage you to participate in education, school offers adequate access to computer technologies, school staff maintains discipline for good learning, teachers provide sufficient information regarding academic progress, teachers use different method and strategies to teach the students, school invites parents and community while having school activities, school help to develop the positive character to the children (Andrabi, et al. 2002).

8.5 Data Analysis

Univariate, bivariate, and multivariate processes were among the statistical approaches used to examine the data. Here is a brief explanation of how to choose any of the previously stated data analysis techniques. The background variables underwent univariate analyses to look at the respondents' socioeconomic status. It included the percentage component of the responses and the frequency distribution. We investigated the relationship between the dependent and independent variables using bivariate analysis.

This kind of analysis showed which direction the replies went in favor of or against each of the variables that were being looked into. Using the described chi-square approach, the hypotheses developed to determine this kind of correlation between the independent and dependent variables were tested. Multivariate analysis was done to determine whether the association between two variables is spurious or not. For multivariate analysis, every link that was deemed significant or meaningful at the bivariate level was included. When necessary, a correlation test was utilized for comparison. We also performed stepwise multivariate regression for informational purposes.

9 Results and discussion

Table No: 1

Demographic table description

Variables	*Categories*	*F (P%)*
Age	9-12 years	77 (55)
	14-16 years	63(45)
Class in which student study	6	77(55.0)
	7	62(44.3)
	Other	1(0.7)
Name of Public School	oriental public school	57(40.7)
	Janbaz public school	83(59.3)
No of Siblings	2	18(12.9)
	4	40(28.6)
	6	26(18.6)
	More than 6	56(40.0)
Family Type	Joint	62(44.3)
	Nuclear	78(55.7)
Qualification of Father	Illiterate	27(19.3)
	Primary	44(31.4)
	Matriculation	39(27.9)
	Other	30(21.4)
Qualification of Mother	Illiterate	41(29.3)
	Primary	43(30.7)
	Matriculation	25(17.9)
	Other	31(22.1)
Gender	Male	45(32.1)
	Female	95(67.9)
Residential area	Rural	55(39.3)
	Urban	85(60.7)

NOTE: %age in the bracket, N=140

The table consisting the responses of respondents in different strata's of life that are discussed with different categories. The first one is the age structure of respondents. According to data collected, 55% respondents fall in the age between 9-12 years while 63% of the respondents selected were between 14-16 years. A close survey of the data shows that majority of the respondents 55% were between 9-12 years of age. Secondly the table shows the class in which students are studying, the data reveals that 77(55.0%) of the respondents were studying in 6th class while 62(44.3%) of the respondents were from 7th class, only a small number of students 1(0.7%) were from other classes. While discussing the data it was disclosed 12.9% of the respondents have only 2 siblings, 28.6% respondents had 4 siblings, 18.6% respondents had 6 siblings and majority 56(40.0%) have more than 6 siblings. During the assessment of data, it was found that minority of the respondents had 6 siblings. According to the survey data shows that 62(44.3%) respondent were living in joint families, while majority 78(55.7%) of the respondents preferred nuclear families. The data depicts that 19.3% of the respondent's father were illiterate while 31.4% were taken primary education, 27.9% of the respondents were matric pass. While discussing the qualification of mother ranges very close showing 29.3% were illiterate while 30.7% were taken primary education, minority of the respondents were matric pass. Data also shows the gender of respondents where 32.1% were male and 67.9% were female. Lastly the table shows the area of residents of the respondents. According to the data collected from the respondents it shows that 39.3% lie in rural areas while

the 60.7% live in urban areas.

Table No: 2 - Water source conditions in public schools

Water source conditions	Frequency	Valid percent
Tap	46	32.9
Hand pump	66	47.1
Water cooler	12	8.6
Electric machines	3	2.2
Total	140	100.0

The above table shows that main source of water supply 66(47.1%) is through hand pump, while 32.9% used tap for drinking water. 8.6% have water cooler and only few 2.2% have electric machines (Izobo-Martins, Dare-Abel & Ayo-Vaughan, 2014).

Table No: 3 - Infrastructure of Public school

Infrastructure	Yes	No
Proper desk & chair	85(60.7%)	55(39.3%)
Proper classroom	74(52.95%)	66(47.1%)
Sports material	50(35.75%)	90(64.3%)
Proper canteen	73(52.1%)	67(47.95%)

The above table shows that 85(60.7%) have proper desk and chair and 55(39.3%) don't have proper desk (Narucki, 2008) and chair. 52.95% of the respondents were of the view that their school have proper classroom, while 66(47.1%) don't agree with that statement. Smallest no of 35.75% agreed that their school provide them sports material ad 64.3% proposed that their school don't provide them sports material (Lyon, 2001; Keith, 2008; Shohet, 2003 & Kalpan et al, 1996).

Table No: 4 - Facilities of Public school

Facilities	Yes	No
Proper teaching staff	84(60.0%)	56(40.0%)
Proper textbooks	75(53.6%)	65(46.4%)
School provide, sports, music and drama activities	56(40.0%)	84(60.0%)
Facility of computer	46(32.9%)	94(67.1%)
Proper canteen	73(52.1%)	67(47.95%)

While discussing the facilities of public schools, the researcher concluded that 84(60.0%) of the respondents agreed that their school provide proper teaching staff, while 65(46.4%) of the respondents don't agreed with that. 40.0% of the respondents are of the view that their school provide them proper sports, music and drama activities while 60.0% of the respondents agreed that their school don't provide them sports music and drama activities (Almani, Soomro & Abro, 2012) 32.9% of the respondents agreed that their provide them facility of computer and 67.1% of the respondents don't agree with above statement. While discussing the facility of computer 73(52.1%) of the respondents agreed that their school provide them proper canteen but 67(47.95%) of the respondents agree that their school don't provide them facility of proper canteen (Izobo-Martins, Dare-Abel & Ayo-Vaughan, 2014).

Table No: 5 – Communication

Communication	Yes	No
Proper communication with family	85(60.7%)	55(39.3%)
Community involvement	78(55.7%)	62(44.3%)
School management committee	77(55.0%)	63(45.0%)

The above table shows that 60.7% of the respondents agreed that their school have proper

communication with family while 39.3% of the respondents proposed that their school don't have proper communication with family. While discussing the community involvement 55.75 of the respondents agreed with the community involvement (Micheal, Dittus & Epstein, 2007) of their school and 44.3% of the respondents don't agree with the above statement. In the discussion about the school management committee 55.0% of the respondents were of the view that their school have proper management committee (Holenfold, Ritzhaupt & Barron, 2010) while 45.0% of the respondents don't agree with the above statement.

Table No: 6 - Quality of Education

Quality	Yes	No
Adequate access of computer technologies	52 (37.1%)	88 (62.9%)
Sufficient information regarding academic progress	73 (52.1%)	67 (47.9%)
School help to develop positive character in children	72 (52.1%)	67 (47.9%)

The above table is about the quality of education in which 37.1% of the respondents agreed that their school have adequate access of computer technologies while 62.9% of the respondents said that their school don't have adequate access of computer technologies (Andrabi et al., 2002) 52.1% of the respondents were of the view that their school provide them sufficient information regarding academic progress (UNESCO, 2001) and helps to develop positive character in children while 47.9% of the respondents don't agree with the above statement.

Table No: 7 - Condition of electric wiring

Condition	Yes	No
School have electricity	89 (63.9%)	51 (36.4%)
Is electricity reliable	90 (64.3%)	50 (35.7%)

While discussing the condition of electric wiring 63.9% of the respondents agreed that their school have proper electricity but minority of the respondents 36.4% of the respondents agreed that their school don't have electricity 64.35 of the respondents agreed that electricity is reliable in school while 35.7% of the respondents don't agree with the above statement.

Table No: 8 – Correlation Test

Correlation between Infrastructure and Educational Facilities

Scale	*Infrastructure*	*Educational facilities*
Infrastructure	1	.294**
Educational Facilities	.294**	1

Note: **p>0.01

Table No.1 depicts strong positive correlations b/w infrastructure and educational facilities. It means that when there is an improvement in the educational facilities, the infrastructure will also be improved. This result shows that if educational facilities will improved, the variations would show in their infrastructure of schools.

Table No: 9 - Correlation between Quality of Education and Educational Facilities

Scale	*Quality of Education*	*Educational Facilities*
Quality of Education	1	.231**
Educational Facilities	.231**	1

Note: **p>0.01

Result depicted in the table 2 is to be found that there is positive correlation between educational facilities and quality of education. It means that when educational facilities given to students, the quality of education will also be improved. This result shows that those schools who focuses on educational facilities, the variations would show in their quality of education.

Table No: 9 - Correlation between Quality of Education and Infrastructure

Scale	*Quality of Education*	*Infrastructure*
Quality of Education	1	.373**
Infrastructure	.373**	1

Note: **p>0.01

Result depicted in the table 3 is to be found that there is positive correlation between infrastructure and quality of education. It means that when infrastructure is improved, the quality of education will also be improved. This result shows that those schools who focuses on infrastructure, the variations would show in their quality of education.

10 Discussion

It is a well-known truth that pupils' ability to succeed academically depends on their school's condition. Anywhere might be a fantastic place to read and learn for people who enjoy studying. They may respond that physical contact is secondary and concentrate on reading is crucial however if we look at the matter with reasoning. The empirical data is unmistakable: children and young people can study effectively when they have access to rooms, well-maintained learning spaces, and infrastructure with widely distributed, updated places. Without a doubt, if we wish to increase student enthusiasm in studying and attendance. If educators and students make significant investments in school infrastructure, it will help pupils in the system solve difficulties and perform better. We are aware that education is life and life is education. Through education, a person learns to progressively integrate into his or her physical, social, and spiritual environments. Education has multiple purposes and objectives. But achieving all of its goals results in becoming a productive citizen of the nation.

Different researchers research on the lack of infrastructure and educational facilities and some of the are given below. Mohammed et al. (2017) stated that all countries in the globe recognize primary education as the entry-level of instruction. Almani et al., (2012) stated that better education, rigorous discipline, diligence, teamwork, mutual understanding, and a bright future are all associated with private schools. Murillo & Román, (2011) examined that because it influences students' learning, school infrastructure needs to be of high quality. Schwille et al. (2011) presented a detailed causal model to explain grade repetition. Khan (2010) stated that poverty, lack of awareness about importance of education, cultural values are the main problems in achieving universalization of primary education. Pal (2010) argues that private school presence in a community is highly dependent on public infrastructure accessibility, since it can reduce production costs and guarantee a high return on private investment. Examining the facilities and educational resources is the goal. Khatti et al., (2010) examine private schools are mainly considered to be urban phenomena, several studies that are conducted to examine the role and efforts of private schools in improving the standard of education have largely focused on schools that are set up in the metropolitan cities of the country. Majority of the students were from urban areas and females. Students have less permanent rooms and toilets in schools. Lack of infrastructure and educational facilities have been seen in the public schools of Uch sharif and their quality education of students is better to some extent.

10.1 Conclusion

The foundation of a nation's socioeconomic development is education, and a deficient

infrastructure and facilities negatively impacts students' quality of education, which hinders national development. Despite the fact that the previous government took bold steps to improve education, the quality of education in our nation is declining. The quality of teachers, particularly at the frame level, remains highly questionable. The fact that changing instructors transforms the educational system as a whole is still a secret. The last chief minister provided a roadmap and substantial funding in this area to improve public sector infrastructure, educational facilities, and educational quality, but their goals were constrained and limited. The government tried its hardest to improve teacher quality and successfully addressed the previously mentioned difficulties, but they could not improve both the procedure and the caliber of teachers. It eventually has an impact on the standard of instruction provided in schools. Pakistan's educational system is dealing with fresh difficulties. It needs to advance in order to compete globally.

10.2 Recommendations

Every student should be given an equal chance of development in the best possible environment.
Every student should have proper sitting and area of activity.
Every student should be provided with the necessities of education, from education textbooks to teachers.

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