

## **Analysis of Implementation Mechanism of National Education Policies at Provincial Level Regarding Elementary Education in Pakistan**

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### **Abstract**

*This study presents an analysis of policy implementation mechanism during the policy period from 1992-2002 and 1998-2010. The efficiency and effectiveness of the different parts of mechanism were explored through NEP implementers (individuals) of related institutions or offices. A questionnaire was developed as the tool of research to collect data. The nine variables with 31 questions were devised based on the provisions advocated strategies and targets from NEPs. These questions, designed on five point rating scale were treated as the indicators for the effective implementation mechanism. The population of the study covers all the higher level NEP implementers of Elementary education of the Punjab province of Pakistan. The data were collected from the Punjab and a sample of 58 subjects from higher-level policy implementers and managers was drawn on all Punjab bases. Collected data were analyzed by using descriptive statistics like percentages and averages. Findings of the study revealed that majority of the respondents were found unsatisfied with implementation mechanism of NEPs, as the major interventions of the education policies regarding planning, curriculum and books, examination system, institution-community relationship and time scale for achievement of targets. The data also reflects weaknesses in audit system, impact of devolution on quality and pattern of administration, accountability of supervisors, follow up of teachers' performance and effectiveness of training programs. However, the respondents were found satisfied regarding free supply of books and decentralization of management. They were also satisfied with the proper utilization of budget and curriculum design.*

**Keywords:** Implementations mechanism. Education policy, Policy implementers, Decentralization, Government of Pakistan

### **1. INTRODUCTION**

Public policy refers to the dynamic and value laden process through which a political system handles a public problem (Fowler, 2000: 9). Policy formulation consists of writing a policy before it is formally adopted. Different approaches are used to policy making i.e. linear approach, cyclical model and stage theory (Fowler, 2000: 15). Policy analysis involves a rigorous search for the causes and consequences of public policies (Dye, 2002: 6). Policy implementation is the process of adopting the education policy at grass-roots level (Laauwen, 2004: 39). Fullan (2001: 69) states that, "implementation consists of the process of putting into practice an idea, program or set of activities and structures new to the people attempting or expected to change". Educational mechanism is the interrelations among every part of educational phenomenon and their running methods. A number of education policies and plans have been formulated in Pakistan from time to time. The latest national educational policy was developed in the year of 2009 (Government of Pakistan, 2009). Education Development Index (EDI) ranked Pakistan among the low achievers at 120 out of 144 countries. Pakistan education indicators fell well short of other countries in the region. Literacy rate of Pakistan is 59% (Government of Pakistan, 2010). According to the UNESCO (2002), Bangladesh, Nepal and Pakistan were the only three countries of Asia that have very low literacy rates. Net Enrolment Ratio (NER) at primary level for male and female is 66% and 59% respectively.

It is lower than the average of 79% for South Asian and 74% for low-income countries. Moreover, the commitment to education can be measured from expenditure on education as a percentage of Gross Domestic Product (GDP) and this declined from 2.6% in 1990 to 1.8% between 1999 and 2001, which further decreased to 1.76% by 2001-2002 and improved to 2.2% in 2005-06 (Aly, 2007: 92).

According to Aly (2007), the existing education system has failed to cater the needs of the children. Resultantly, a large majority of children stay out of schools; another significant majority go to school but did not find education productive and therefore, dropped out. Those who continue school are not being equipped well for life in the 21<sup>st</sup> century. However, policies to promote quality education have been formulated and promulgated from time to time, but successive failures of the promises and the practices of missing the well-marked goal posts have created a credibility gap (Aly, 2007: 56).

Proper implementation of policies and plans hinges on the strength and efficiency of the implementing agencies (Government of Pakistan, 1979: 72). A number of initiatives in the past failed to materialize and deliver because the educational administrative machinery, particularly at the grass-root level, did not own it (UNESCO & Government of Pakistan, 2003: 53). However, the recurrent issue remained the poor management capacity of the Provincial Education Directorates and other Key Managers, including the Head Teachers. There were serious capacity deficits in financial and human resource management, planning and monitoring (Aly, 2007:13). The National Education Policy 1998-2010 states that the prime cause of failure of these policies was weak and defective implementation mechanism, de-linked with proper supportive backstopping, inadequate personnel, poor training, low political commitment and absence of incentives (Government of Pakistan, 1998:113).

Basic education is the fundamental right of all people, irrespective of gender, sect, religion, region or any other denomination. Everyone has the right to access education (United Nations, 1948). This fundamental right has also been recognized in the Convention on the Rights of the Child (United Nations, 1989) to which Pakistan is signatory, as child has a right to education, and it is the duty of state to ensure free and compulsory primary education. Comparison and analysis of socio-economic development indicators particularly, amongst the countries of South Asian Region, provide convincing evidence to the fact that basic education and literacy have deep, direct and determining effects on the overall development of the country. Weak and defective implementation mechanism is stated to be the main cause and hindrance in the progress of education, so researchers decided to analyze this in the field of Elementary Education due to basic and important field of National Education Policy and Education for All (EFA). The review of the policies reveal that the whole of the intent could not be achieved due to one reason or other, the real state of affairs are needed to be explored, to analyze the extent of implementation of the education policies at provincial level regarding Elementary Education in Pakistan. This leads the researchers to, “analyze the implementation mechanism of National Educational Policies with special reference to Elementary Education in Pakistan”.

## **2. OBJECTIVES OF THE STUDY**

The present study attempts to analyze the implementation mechanism of National Education Policies of 1992-2002 and 1998-2010 with special reference to Elementary Education in Pakistan. The study focuses on the aspects such as planning, budgeting, supervision, school administration and power structure, teachers’ training, curriculum and books, examinations, role of Parent Teacher Associations (PTAs) and School Management Committees (SMCs) and time scales. These were the central concerns of the education policies. The higher-level policy implementers, decision makers of provincial, and district level management in public sector were the main stakeholders of the implementation mechanism of education policies. The main objectives of the study were to:

- Examine the role, function, and procedure of institutions involved in implementation of National Education Policies.
- Appraise the existing mechanism for implementation of National Education Policies of 1992-2002 and 1998-2010.
- Assess the present status of elementary education, parts of mechanism regarding implementation of National Education Policies.

## **RESEARCH METHODOLOGY**

The present study was delimited to National Education Policies of 1992-2002 and 1998-2010 promulgated by the Government of Pakistan with special reference to Elementary Education (1-8 years of education). Only Punjab province was selected to conduct the survey. It was a non-contrived descriptive study without any interference.

The survey method of research was used. The efficiency and effectiveness of the different parts of mechanism were explored through NEP implementers (individuals) of related institutions or offices and thus, the centre of focus remained the elementary level administrators in the education system. The population of the study was comprised of all the NEP implementers of the Punjab province of Pakistan who were involved in the field of elementary education and the part of mechanism. Data were collected using a questionnaire as the tool of research. The nine variables with 31 questions were devised from National Education Policies. These questions were developed on five point Likert scale. According to Muspafi et al. (2004:109), assign scale value to the degree of agreement or disagreement with each item. The particular value may differ from one researcher to another. Sometimes, one may adopt the values 1,2,3,4, or 5, and sometimes +2, +1, 0,-1,-2 for negative item the directions should be reversed. The pilot study was conducted and ten officials were selected on all Punjab bases for this purpose. In the light of the responses of the respondents, tool was finalized. Collected data were analyzed by using descriptive statistics like percentages and averages.

### 3.1 Population and Sampling

The population of the study was comprised of higher-level policy implementers, decision makers and individuals who were the part of NEPs implementation mechanism. This population include Secretary Education (Schools), Additional Secretary General (ASG), Deputy Secretary Schools (DS), Section Officers (SO), Deputy Secretary and Section Officers (planning). Director Public Instructions Secondary Education (DPI, SE) and Director Public Instructions Elementary Education (DPI, EE); Additional DPIs and Directors of DPI offices; official of planning branch of DPI offices; Executive District Officers Education (EDOs-E) and Principals of Government Colleges for Elementary Teachers were also the part of population of the study. The total population of different categories of respondents was 90. From this population of various categories, 58 higher-level policy implementers were selected randomly as sample of the study, as can be seen in Table 1.

**Table 1: Distribution of Sample**

Sr. No.	Respondents	Number	Percentage
1.	Secretary Education (Schools)	1	1.70
2.	Additional Secretary Education	1	1.70
3.	Deputy Secretary	2	3.46
4.	Director Public Instructions (SE)	1	1.70
5.	Director Public Instructions (EE)	1	1.70
6.	Director Public Instructions (EE) Retired	2	3.46
7.	Additional Director Public Instructions (SE & EE)	2	3.46
8.	Directors	6	10.35
9.	Deputy Director Planning	2	3.46
10.	Principals GCETs.	25	43.10
11.	EDOs (Education)	15	25.86
	Total	58	100.00

### 3.2 Development of the Instrument

A questionnaire was developed on five point Likert-Scale ranging from '1' indicating strongly disagreed, '2' disagreed, '3' un-decided, '4' agreed and '5' strongly agreed. The questionnaire was comprised of 31 items, which cover 9 variables and their 31 indicators taken from education policies 1992-2002 and 1998-2010. These nine variables are planning; budget allocation; supervision and monitoring; school administration and power structure; teachers' training; curriculum and books; assessment and examination; role of parent teacher associations (PTAs/ SMCs); and time scale. The detail of these variables and their indicators can be seen in Appendix-A. The validity and reliability of the instrument were determined through pilot study in the field. Cronbach Alpha was calculated to estimate the reliability of the instrument. The reliability was ensured at Cronbach Alpha coefficient of 0.902 and it was acceptable for administering an instrument of large scale data collection (Gay, 2005).

### 3.3 Data Collection and Data Analysis

Data were collected from 58 participants by using a survey questionnaire. Overall, 58 questionnaires were sent to the participants of different categories either in person or by post for the purpose of data collection. These questionnaires were received back by personal visits of concerned personnel by the researchers.

Therefore, all the administered questionnaires were received back and the response rate remained 100%. Collected data through questionnaire were analysed using Statistical Package of Social Sciences (SPSS) Version 14. The data were analysed using descriptive statistics like percentages and averages, and where necessary it was presented in tabular form.

### 3. RESULTS AND FINDINGS

#### 3.1 Planning

With regard to planning of implementation mechanism of educational policies, findings of the study revealed that one-third (34.4%) of the respondents agreed that implementation mechanism was successful to achieve the objectives of National Educational Policies. It is interesting to note that 39.7% of the participants remained uncertain about successful implementation mechanism of educational policies. Similarly, 44.8% of the participants stated that devolution of powers plan as it was envisaged in the NEP of 1998–2010, helped to achieve the objectives of the policy and to solve the problems of the employees. A little more than one-third (37.9%) of the respondents were of the opinion that teachers were not satisfied with the existing service rules. Again, a little less than one-third (29.9%) of the participants remained uncertain regarding teachers' satisfaction with the existing service rules. The data show that more than half of the respondents did not agree with the planning strategies, either they explicitly disagreed or they remained undecided. The value of mean also did not reveal explicit results. Overall, only 37.4% of the respondents were satisfied with planning strategies. The calculated value of average scores was -0.06, which show the dissatisfaction of respondents regarding planning strategies, as can be seen in Table 2.

**Table 2: Respondents' Views Regarding Planning**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Implementation mechanism is successful to achieve objectives	34.4	39.7	25.9	0
2.	Devolution plan solve the employs' problem	44.8	20.7	34.5	-0.02
3.	Teacher's satisfaction with service rules	32.8	29.3	37.9	-0.16
Overall Responses		37.4	29.9	32.7	- 0.06

#### 3.2 Budget Allocation

With regard to the budget allocation, findings of the study revealed that a little more than half (53.4%) of the respondents agreed that appropriate budget for elementary education was allocated for the implementation of education policies at district level. About half (51.7%) of the participants stated that the allocated budget was properly utilized while 60.4% of the respondents observed positive impact of delegation of financial powers in launching different programmes at district level. However, 46.6% of the respondents did not think that the present audit system of budget at district level is effective and appropriate. Overall, half (50.4%) of the respondents were satisfied with the allocation and utilization of budget. The calculated value of average scores was 0.194, which indicated that respondents were positively inclined towards agreement with the budget statements, except the audit system, where the average score was - 0.17 that shows negative response, as shown in Table 3.

**Table 3: Respondents' Views Regarding Budget**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Budget allocation	53.4	8.6	38.0	0.19
2.	Proper utilization of budget	51.7	25.9	22.4	0.36
3.	Positive impact of financial powers cc	60.4	15.5	24.1	0.39
4.	Effective audit system of budget	36.2	17.2	46.6	-0.17
Overall Responses		50.4	16.8	32.8	0.194

### 3.3 Supervision and Monitoring

Regarding supervision and monitoring analysis indicates that most (62.1%) of the respondents agreed with the effectiveness of field supervision. They stated that field supervision has positive effect on teachers' absenteeism. About half (51.8%) of the participants stated that there was present an accountability system for supervisors regarding teachers' negligence. Overall, 56.9% of the respondents agreed with the indicators related to supervision and monitoring. It is interesting to mention here that 19% of the respondents remained undecided. The value of average score was 0.71, which indicates that the subjects were positively inclined towards the statements regarding supervision and monitoring, as shown in Table 4.

**Table 4: Respondents' View Regarding Supervision and Monitoring**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Effectiveness of field supervision	62.1	17.2	20.7	0.44
2.	Supervisors' accountability for negligence of teachers	51.8	20.7	27.5	0.26
Overall Responses		56.9	19.0	24.1	0.71

### 3.4 School Administration

The findings of the study indicated that about half (48.3%) of the respondents were satisfied with the pattern and plan of educational administration adopted under National Educational Policies of 1992-2002 and 1998-2010. Analysis also indicates that 43.1% of the respondents stated that devolution of powers at district level has minimised the problems of teachers. Findings also revealed that a great majority (86.2%) of the respondents stated that appointment of teachers at local level has enhanced the quality and quantity of education. While two-thirds (67.3%) of the respondents were of the opinion that out of district appointments of officers like EDOs and DEOs has minimised the political pressures. Overall, 61.2% of the participants agreed with the statements regarding school administration. The calculated value of average scores was 0.44, which indicates that respondents were positively inclined towards agreement with the statements, except that devolution of powers minimised the problems and improved quality of education, where the average score was - 0.05 (Table 5).

**Table 5: Respondents' Views Regarding School Administration**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Satisfaction about administration pattern	48.3	32.8	18.9	0.22
2.	Devolution of powers regarding problem solving and quality	43.1	20.7	36.2	- 0.05
3.	Appointment of teachers at local level and quality of education	86.2	6.9	6.9	0.98
4.	Out of district appointments of officers and political pressure	67.3	17.2	15.5	0.59
Overall Responses		61.2	19.4	19.4	0.44

### 3.5 Teachers' Training

The findings of the study indicated that 60.6% of the respondents stated that teachers' training programmes offered to elementary teachers were effective and useful. With regard to in-service teachers training, a majority (79.3%) of the participants were of the opinion that in-service teachers training provide knowledge and skills to teachers for effective teaching. However, more than one-third (39.7%) of the respondents were of the view that performance of teachers were not evaluated properly after training programmes. Overall, 58.6% of the respondents were satisfied with teachers' training strategies. The calculated value of average scores was 0.41, which shows that respondents slightly agreed with the statements regarding teachers' training. The average score (-0.07) regarding evaluation of teachers' performance after training shows the dissatisfaction of respondents regarding this statement, as shown in Table 6.

**Table 6: Respondents' Views Regarding Teachers' Training**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Effectiveness of training programmes	60.4	15.5	24.1	0.38
2.	In-service training provides knowledge and skills	79.3	13.8	6.9	0.91
3.	Teachers' performance after training is properly evaluated	36.2	24.1	39.7	-0.07
Overall Responses		58.6	17.8	23.6	0.41

#### 4.6 Curriculum and Books

With regard to curriculum and books, findings of the study indicated that only 41.4% of the respondents agreed that the existing curriculum fulfils the objectives of propagating our national values while 25.9% of the respondents remained uncertain regarding this indicator. Similarly, 43.1% of the participants were of the opinion that designing of curriculum is according to social conditions of our society while the same proportion (43.1%) thought that the present curriculum fulfils our national needs. Findings also revealed that about three-fourth (77.6%) of the respondents agreed that provision of free books to students helped to achieve NEPs objectives. It is also evident from the data that 46.6% of the respondents stated that sufficient funds were allocated for learning material and equipments. However, 44.8% of the respondents were not satisfied with the present infrastructure of libraries. They stated that the existing infrastructure of school libraries is not sufficient and appropriate. Adequate books, learning material, equipments and furniture were not provided to school libraries. Findings also revealed that 44.9% of the participants were of the view that provided learning material meet the future needs of the students. It stimulates the students to meet the future challenges. The table 7 reveals that overall more than half (53.4%) of the respondents were not satisfied with the present structure of curriculum, either they disagreed or remained uncertain with different statements related to curriculum and books. The calculated value of average score was 0.11, which indicates that respondents slightly agreed with the present infrastructure of curriculum. The average score (- 0.02) regarding fulfilment of national needs shows the dissatisfaction of participants regarding fulfilment of national needs through curriculum. Similarly, respondents were also not satisfied with the present infrastructure of school libraries with average score of - 0.31, as shown in Table 7.

**Table 7: Respondents' Views Regarding Curriculum and Books**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Curriculum caters national values	41.4	25.9	32.7	0.02
2.	Curriculum is according to our social conditions	43.1	27.6	29.3	0.07
3.	Curriculum fulfils the national needs	43.1	24.1	32.8	-0.02
4.	Free books help to achieve NEPs objectives	77.6	6.9	15.5	0.74
5.	Sufficient funds for learning material and equipments	46.6	25.9	27.5	0.14
6.	Infrastructure for school libraries is sufficient	29.3	25.9	44.8	-0.31
7.	Learning material meets future needs of students	44.9	24.1	31.0	0.14
Overall Responses		46.6	22.9	30.5	0.11

#### 4.7 Assessment and Examination

The findings of the study indicated that overall three-fourth (75.9%) of the respondents were not satisfied with the present examination system as 44.9% of the respondents stated that the present examination system is not satisfactory while 31.0% of the participants remained uncertain regarding this statement.

With regard to appointment of examination staff on merit, half (50%) of the respondents were dissatisfied while 32.8% were found uncertain. Similarly, 43.1% of the participants were not satisfied with the marking and evaluation system while 19% remained uncertain in this regard. Data shows that overall majority (73.6%) of the respondents were not satisfied with the present assessment and evaluation system, either they showed their dissatisfaction or remained uncertain. The table 8 shows that the calculated value of average scores was -0.42, which shows the dissatisfaction of respondents regarding the present examination system.

**Table 8: Respondents' Views Regarding Examination**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Satisfaction about present examination system	24.1	31.0	44.9	-0.38
2.	Merit based appointments of examination staff	17.2	32.8	50.0	- 0.52
3.	Satisfaction with marking and evaluation system	37.9	19.0	43.1	- 0.19
Overall Responses		26.4	27.6	46.0	- 0.42

#### 4.8 Role of Parent Teacher Association and Community

Out of the sampled subjects of school administration at provincial level, only 41.4% of the participants were satisfied with the role of Parent Teacher Associations (PTAs) or School Management Committees (SMCs) in the implementation of education policies. The remaining (58.6%) participants were dissatisfied or they remained uncertain in this regard. Similarly, only 39.6% of the respondents were satisfied with the facilitation of local committees in the implementation of NEPs while 43.1% were dissatisfied. Findings also revealed that 34.5% of the respondents dissatisfied with the community role in supervision and generating resources for education. In their opinion, communities are not involved properly in the establishment, renovation, repair and maintenance as well as supervision of school. It is interesting to mention here that 44.9% of the respondents remained uncertain regarding the community role in implementation of educational policies. Table 9 indicates that only one-third (34.4%) of the respondents were satisfied with the role of parent teacher associations and communities in the implementation of educational policies. The remaining two-third (65.6%) were dissatisfied or remained uncertain. The calculated value of average cores was -0.12, which indicates the dissatisfaction of respondents regarding the role of parent teacher associations and communities in the implementation of national educational policies.

**Table 9: Respondents Views Regarding Parent Teacher Associations**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	Role of parent teacher association in implementation of educational policies	41.4	17.2	41.4	0
2.	Facilitation by local committees	39.6	17.2	43.1	-0.12
3.	Community role to supervise resource provision	20.6	44.9	34.5	-0.24
Overall Responses		34.4	25.9	39.7	-0.12

#### 4.9 Time Scale for Achievement of Objectives

With regard to time scale for achievement of targets, data revealed that 46.6% of the respondents agreed that policy targets were achieved in time while half (50%) of the participants stated that decentralisation of powers at district level helped to achieve the targets in time. Overall, 48.3% of the respondents agreed with the statements regarding the achievement of targets of national educational policies. The calculated value of average scores was 0.12, which indicates that respondents slightly agreed with the statements regarding the time scale of achievement of targets, as shown in Table 10.

**Table 10: Respondents' Views Regarding Time Scale**

Sr. No.	Statement	Responses %			Average Score
		Strongly agree/ Agree	Un-decided	Strongly disagree/ disagree	
1.	In time achievement of policy targets	46.6	22.4	31.0	0.16
2.	Decentralisation help to achieve targets in time	50.0	19.0	31.0	0.09
Overall Responses		48.3	20.7	31.0	0.12

#### 4. CONCLUSIONS AND RECOMMENDATIONS

A policy for its success and failure depends on the implementation strategies to achieve its objectives. These strategies implemented through a mechanism. The National Education Policies of 1992-2002 and 1998-2010 also set forth such implementation mechanisms and strategies to achieve prescribed objectives. To what extent, we have achieved those objectives; the present study was designed to measure the implementation mechanism. In this regard, data shows that majority of the respondents were found unsatisfied with implementation mechanism of national educational policies, as the major interventions of the education policies regarding planning, curriculum and books, examination system, institution-community relationship and time scale. The data also reflects weaknesses in audit system, impact of devolution on quality and pattern of administration, accountability of supervisors, follow up of teachers' performance and effectiveness of training programs. A large majority of the groups of the respondents was either agreed or inclined towards agreement of free supply of textbooks, which helped to achieve the objectives of NEPs and hailed the accountability of the supervisory staff and provision of the learning material along-with the decentralization of district level management for achieving policy targets. Data also reveals that a simple majority of the groups of the respondents were found inclined towards agreed level about proper utilization of allocated budget and curriculum designing along-with the propagation of national values through the implementation of NEPs. Similarly, a majority of the groups of the respondents did not agree with the appointments of the examination staff on merit, the proper involvement of the community as PTAs/SMCs for well being of the institutions, existing service rules, and the role of the devolution.

In addition, a large number of the respondents who were part of NEPs implementation mechanism with having good experience and qualifications remained uncertain regarding different indicators. It showed their low interest and knowledge in the field of education policy implementation. In the light of the present conclusions, it is suggested that awareness regarding the devolution of powers plan should be improved among policy practitioners as this plan helped the school administrators to make decisions promptly and independently. Examination systems should also be improved in terms of papers setting, types of questions included in the papers, appointments of staff and evaluation of papers. In-service teacher training with reference to curriculum development, teaching methodologies and administration should be made compulsory component for promotions and up-gradations and equal chances should be given to all teachers. Policy formulation should be made need based and policy implementation mechanism should be strengthened and make more active, responsible and accountable. Bottom up approach of policy implementation should be strengthened and resources should be provided. Ensure the PTAs, teachers and all other stakeholders' involvement in the educational process. Such studies should be replicated in other districts and provinces with reference to evaluate implementation mechanism of NEPs and other areas of NEP implementation, like quality education, EFA action plan implementation, drop out, wastage of resources in education, effect of corruption on policy implementation, futurology of education and other fields of educational policies.

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### Appendix-A: Variables and their Indicators

Sr. No.	Variables	Indicators
1.	Planning	<ul style="list-style-type: none"> <li>• Successful implement mechanism to achieve objectives</li> <li>• Impact of devolution plan on employees' problems</li> <li>• Teachers' satisfaction with existing service rules</li> </ul>
2.	Budget allocation	<ul style="list-style-type: none"> <li>• Sufficient annual budget allocation</li> <li>• Proper utilization of allocated budget</li> <li>• Impact of delegation of financial powers on launching different programmes at district level</li> <li>• Presence of effective audit system at district level</li> </ul>
3.	Supervision and monitoring	<ul style="list-style-type: none"> <li>• Effect of field supervision on teachers' absenteeism</li> <li>• Accountability of supervisors regarding teachers' negligence</li> </ul>
4.	School administration	<ul style="list-style-type: none"> <li>• Satisfactory educational administration pattern</li> <li>• Impact of devolution on quality education</li> <li>• Impact of local teachers on quality and quantity of education.</li> <li>• Effect of officers' appointments out of district on political pressure</li> </ul>
5.	Teacher training	<ul style="list-style-type: none"> <li>• Provision of effective training to elementary teachers</li> <li>• Impact of in-service training on effective teaching</li> <li>• Evaluation of teachers' performance after training</li> </ul>
6.	Curriculum and books	<ul style="list-style-type: none"> <li>• Fulfillment of national values through current curriculum</li> <li>• Designing of curriculum according to the social conditions of our society</li> <li>• Fulfillment of national needs through existing curriculum</li> <li>• Impact of free books to achieve objectives of policies</li> <li>• Sufficient funds allocation for learning material and equipments</li> <li>• Provision of adequate books to schools libraries</li> <li>• Impact of provided learning material on students' stimulation</li> </ul>
7.	Examinations	<ul style="list-style-type: none"> <li>• Presence of satisfactory examinations system</li> <li>• Appointments of examination staff on merit</li> <li>• Presence of satisfactory marking and evaluation system</li> </ul>
8.	Role of parents teachers association	<ul style="list-style-type: none"> <li>• Role of PTAs/SMCs in NEPs implementing</li> <li>• Facilitation by local committees for implementation of NEPs</li> <li>• Involvement of communities in renovation and supervision of school</li> </ul>
9.	Time-scale for achievement	<ul style="list-style-type: none"> <li>• Achievement of NEPs targets on time</li> <li>• Impact of decentralization of management at district level on achieving policy targets in time</li> </ul>