

Educational Stratification and Nation Building Process in Pakistan

*Shah Nawaz Mangi**, *Anwar Mustafa Shah*** &
*Adnan Malik****

Abstract

Pakistan has celebrated seven decades of independence but unfortunately the nation is still divided into several ideologies, believes, ethnicities, regionalism, provincialism, political and social classes. Throughout the world, education plays a significant role in nation building but the terrible upshot in Pakistan is the division of nation in the field of education and learning. There are numerous umbrellas under which our educational system is running. Therefore, current study objects to measure educational stratification and its effect on nation building process in Pakistan. In this regard, this research mainly focuses on four major prevailing educational systems such as; privately managed schools, public schools, army public schools and *madarsa* (religious educational institution). Data were collected through focus group discussions and analyzed by applying grounded approach theory. Four major themes emerged after data examination. These are uniformity of curricular, equal opportunities, political and bureaucratic involvement and lack of moral education. Study finds that education system is badly lacking in uniform ideology and moral learning. Furthermore, the poor system of education is negatively affecting nation building in Pakistan by enhancing public distrust, discrimination and regionalism. The results of the present study may be helpful in finding the way for uniform educational system which provide learning opportunities to every child without thinking of their caste, religion, language, economic class, political affiliation and ethnicity.

Keywords: Education, Stratification, Nationalism, Pakistan

* Dr Shah Nawaz Mangi, Lecturer, Department of Political Science, Government Collage University Hyderabad, Sindh-Pakistan

** Anwar Mustafa Shah, Assistant Professor, Department of Political Science, University of Sindh-Jamshoro.

*** Dr Adnan Malik, Lecturer Muslim History, Government Collage University Hyderabad, Sindh-Pakistan.

Introduction

In the beginning of the last century, Emile Durkheim (1858-1917) truly said that society is reflected by its educational system. He bluntly rejected the idea that education reforms social iniquity. Due to such idea, social scientists criticized his work widely.¹ The ideas of Emile Durkheim seems well grounded and having some logic when we observe educational system of Pakistan.

Seven decades of independence have been passed but the nation is still separated ideologically, politically, socially, economically and ethnically. The hazardous division above all is the educational stratification. It is because; nationalism, patriotism and collectivism have been replaced by regionalism, ethnocentrism, religionism and individualism.

Education system of Pakistan is working under various umbrellas. These are; *madarsa* education, private school system, public schools and schools functioning under law enforcement agencies such as; army, air force, navy and rangers. Furthermore, there are many school systems among the privately managed schools such as; the educators, Cambridge, Beacon house, Smart school system, Bahiria foundation, City school system and many more. Similarly, every religious sect owns a *madarsa* system. Curriculum, facilities and qualification of teachers among these systems is quite different from each other. For instance, Western culture, language and democracy are supported in the privately managed schools while it is badly rejected in the *madarsa*. This kind of stratification not only prevails in the *madarsa* or privately managed schools but it is also observed in the public schools. Every federal units and capital territory is developing their own syllabus and highlighting the regional heroes, traditions, customs and events which are unknown to the remaining parts of the country. Additionally, available facilities and qualification of teachers among these systems are different from one another which cause sense of superiority as well as inferiority among the students. Therefore, it can be concluded that educational system of Pakistan is dividing the nation psychologically. Hence, it will not be easy for upcoming generation to follow a single ideology by reading different syllabus, following different cultures and languages.

Current study is an academic effort to find out a concrete way for a uniform system of education that is capable of uniting nation for a

¹ S. Lukes, *Emile Durkheim, his Life and Work: A Historical and Critical Study* (California: Stanford University Press, 1985).

collective cause. Therefore, it aims to investigate the effect of educational stratification on nation building process.

Review of Literature

Term nationalism in modern period posses a wide range of meanings. It is not merely the name of political activities and actions but it is the process of developing the sense of attachment and belonging.² Following the same line, Ozkirimli (2017) ascertains that feeling of nationalism is correlated with the individual's satisfaction with state and governance. For example; equality, justice and rule of law develop an entrusted relation between individual and state³ whereas, anti-state feelings and public mistrust may be developed due to social discrimination, bad governance and unequal treatment of the public.⁴ Globally, it is observed that, culturally plural states are suffering from these challenges.⁵ These challenges cause the division of society into sub-communities and localities which ultimately smooth the passage to instability and chaos. Therefore, it can be assumed that in cultural pluralist states, stability needs good governance, equal distribution of resources, identical opportunities of education and jobs. In other words comparable treatment of the masses forestalls people's distrust, unrest and decreases prejudice.⁶ The dignified character of a nation is its educational system.⁷ It has hidden powers to unite as well as divide the nation.⁸ It remained the major force in the development of Western societies and it helped West to be dominated over the world. At the same place, education has been

² R. Shah, A. Das, I. Desai & A. Tiwari, 'Teachers' concerns about inclusive education in Ahmedabad, India', *Journal of Research in Special Educational Needs*, 16:1 (2016), 34-45.

³ U. Ozkirimli, 'Turkey's Anti-intellectual Crusade is Pure Orwell', *Times Higher Education*, 2017.

⁴ S. Humble & P. Dixon, 'The Effects of Schooling, Family and Poverty on Children's Attainment, Potential and Confidence—Evidence from Kinondoni, Dar es Salaam, Tanzania', *International Journal of Educational Research*, Vol. 83 (2017), 94-106.

⁵ I. Bloemraad, 'Theorizing and Analyzing Citizenship in Multicultural Societies', *The Sociological Quarterly*, 56:4 (2015), 591-606.

⁶ C. Ziller, 'Equal Treatment Regulations and Ethnic Minority Social Trust', *European Sociological Review*, 33:4 (2017), 563-75.

⁷ J.D Schmidt, 'Donor-Assisted Ethno-nationalism and Education Policy in Bhutan', *Development Challenges in Bhutan*, Springer (2017), 29-46.

⁸ S.N. Mangi, B.A. Soomro & A.A. Malik, 'Rebirth of Democracy in Pakistan Through Internet', *Indian Journal of Science and Technology*, 11:31 (2018), DOI: 10.17485/ijst/2018/v11i31/130214

used as a weapon to control or divide various nations since last century. It may be due to this fact; Siddiqui and Gorard (2017) acknowledge educational stratification as a most dreadful threat to Pakistan.

Education system of Baluchistan and Sindh supports the argument of socio-economic discrimination and inequalities.⁹ It may affect the feelings of nationalism in these provinces¹⁰ and weaken the relationship of individual and the state. On the other side, some of the *madarsa* are considering the entire system of the country as anti-Islamic.¹¹ Similarly, curriculum in privately managed schools is indefinable. Every institution is following different line of directions. On the basis of existing literature, current study raises the question; what will be the effect of educational stratification on nationalism and nation building process in Pakistan?

Present study is an attempt to find out answers of this question, qualitatively. Furthermore, it may determine the reasons behind the failure of the implementation of government's policies related to education. Additionally, it may be a breakthrough in finding a way for uniform educational system which unites the nation.

Conceptualizing the term

'Stratification' is a specific type of inequality. It is a process of differentiation where some individual or groups are given higher rank socially, economically, politically, psychologically, and religiously than the rest of the population. In one word, stratification is a division of society into various layers on the basis of common identity. Almost every society of the world is involved in categorizing the population on the basis of language, race, origin, ideology, social status, income, occupation, attitudes and believes. Max Weber (1864-1920) described three dimensions of stratification; class, prestige and power but the current study is only limited to the certain stratification of education system such as; curriculum, regional disparity, and infrastructure. These inequalities of the educational system have been selected due to their

⁹ S. Gorard, See, B.H. & N. Siddiqui, *The Trials of Evidence-based Education: The Promises, Opportunities and Problems of Trials in Education*: Routledge, 2017.

¹⁰ N. Durrani, A. Halai, L. Kadiwal, S.K. Rajput, M. Novelli & Y. Sayed, *Education and Social Cohesion in Pakistan*, (2017). Summary Report, Research Consortium on Education and Peacebuilding, UNICEF PBEA Programme, University of Sussex.

¹¹ S. Ali, 'The Sphere of Authority: Governing Education Policy in Pakistan Amidst Global Pressures', *Globalisation, Societies and Education*, 15:2 (2017), 217-37.

effects on the higher education¹² which is directly related to the nation building process.

Curriculum

In Pakistan, curriculum has been criticized since the first decade of the country. It is argued that out-dated curriculum is one of the factors behind intolerance, religious rigidity, sectarian as well as psychological division within the society.¹³ Almost every National education policy (NEP) indicated these offshoots of the curriculum. Published literature rarely highlights the reasons that hamper government not to reform the curricular and textbooks. Most often it is observed that government's efforts to change the textbooks faces resistance from the hidden forces. It is not clear if these hidden forces are working in Pakistan in an organized method but it is apparent that politicians are not taking genuine steps due to the fear of negative image. In addition, miscellaneous nature of the education system may be the major reason behind infirm government policies.

There are two dimensions of criticism on curricular. One is related to its content and the other, to the method in which it is delivered. The entire educational system badly depends on the rote learning and students' creative and thinking abilities are snubbed. Each institution is following different curricular and methodology. This may create sense of superiority and inferiority among the youth which may divide the nation, psychologically.

Regional disparity

Stubborn inequalities of quality and access to education are present among the federal units, between urban and rural population and across gender in the Pakistan. A significant difference in access to education between Punjab and Baluchistan, urban and rural areas of Sindh, Khyber Pakhtun Khwah and Islamabad is reported. It is assumed that access as well as quality of education is better in Punjab and Islamabad when compared to Baluchistan and Sindh. Further, government claims that the girls' enrolment has been increased during last decade but the parallel fact is that more than 50% of girls, living in the rural areas have not seen

schools at primary level and the number increases to the 75% when it comes to the secondary level.¹⁴ This difference is rapidly disappearing in the urban population of the country. These stagnant inequalities negatively affect the development of the society.

Infrastructure

For learning; institution's building, availability of laboratories and classroom environment are playing fundamental role. Literature supports the argument that developed infrastructure and high-quality facilities decrease dropout ratio and increases student outcome. Dropout rate in the rural areas is significantly higher when compared to the urban areas. Society is facing double disadvantages due to the unequal infrastructure. Firstly, in the rural areas majority of the students belonging to the poor families because of their low income they have to attend public school which is poorly equipped. In rural areas more than 60% of the schools at secondary level have not functioning science laboratories and nearly 45 % of primary schools are lacking toilets.¹⁵ On the other side, schools in the urban areas are well-equipped. Due to the better facilities and friendly environment many of them are overcrowded and functioning in shifts. Every fourth student is admitted in the overcrowded school which is not suitable for learning and hygiene education.¹⁶

Limitations of the study

As described above that the current study examines four kind of educational system i.e. the public schools, privately managed schools, *madarsa* system and schools functioning under defense agencies. In public schools, present study focuses only on the primary and secondary level. Due to the miscellaneous nature of privately managed schools, current study has selected 'The Educators' schools system because of its wide network and student's enrollment. Similarly, those schools have been selected which are functioning under Pakistan army and the rest were ignored due to the limited resources of the study. Finally, those

¹² T. Bol & H.G. Van de Werfhorst, 'Educational Systems and the Trade-off between Labor Market Allocation and Equality of Educational Opportunity, *Comparative Education Review*, 57:2 (2013), 285-308.

¹³ Q. Kalsoom, M. Amin & S. Hasan, 'Factors Directing Curriculum Debate among Teacher Educators in Pakistan', *Journal of Research & Reflections in Education (JRRE)*, 10:2 (2016), 132-46.

¹⁴ S. Shehzadi, B. Mohamad & J. Lynn-Sze, *Brand Image of Higher Education in Pakistan*, Paper presented at the SMMTC Postgraduate Symposium 2018. Retrived from: <http://repo.uum.edu.my/25354/1/SMMTCPS%202018%20192%20194.pdf>

¹⁵ Ibid.

¹⁶ S. Shallwani, 'Conceptualizing Early Schooling in Pakistan: Perspectives from Teachers and Parents, *Early Childhood and Development Work*, Springer, 2019, 133-52.

madarsa were selected which are working under the umbrella of *Waffaq-ul-Madaris Al-Arbia Pakistan* (one of the boards of madaris).

Research Question

What will be the effect of educational stratification on nationalism and nation building process in Pakistan?

Research Methodology

Due to the qualitative nature, present study follows grounded approach theory and reciprocal process for the collection and analysis of the data.¹⁷ The method of grounded approach theory is labor intensifier and needs cognitive efforts. Nonetheless, it is considered suitable when a large amount of qualitative data needs to be analyzed. It is founded suitable for the current study because it aims to explore the factors that are affecting the process of nation building.

Techniques of data collection

To develop informal group discussion, Focus Groups (FGs) technique was used.¹⁸ According to Kitzinger (1994) FGs are useful in arranging “an audience for each other”. Five FGs across the country were arranged in this regard.¹⁹

Composition of FGs

Efforts were made to give equal representation to public, private, army schools and madarsa educational system. In total thirty eight respondents (see table. 1) were selected conveniently from various line of work (administration, teachers and experienced in curriculum development) on the basis of purposive sampling.²⁰ In the light of the expectation of homogeneity, efforts were made to reduce the homogeneousness of the FGs in term of participants' age and gender.²¹ Composition of FGs was organized in a way that everyone feels comfortable by sharing his/her

¹⁷ A. Strauss & J.M. Corbin, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* (London: Sage Publications, Inc., 1990).

¹⁸ S. Wilkinson & D. Silverman, '10 Focus Group Research', *Qualitative Research: Theory, Method and Practice*, 2004, 177-99.

¹⁹ J. Kitzinger, 'Qualitative Research: Introducing Focus Groups', *Bmj*, 311:7000 (1995), 299-302. Retrived from: <https://doi.org/10.1136/bmj.311.7000.299>

²⁰ Ibid.

²¹ D.L. Morgan, 'Practical Strategies for Combining Qualitative and Quantitative Methods: Applications to Health Research', *Qualitative Health Research*, 8:3 (1998), 362-76.

views or experienced related to the topic regardless of age and gender differences.²² Detailed description of the participants' characteristics is mentioned. To monitor and observe group dynamics throughout the process of data collection, moderator and assistant moderator played significantly active role.²³

0: 1. Focus Groups composition and participants' profile

Composition	FG1	FG2	FG3	FG4	FG5
Number of Participants	8	7	8	8	7
Min: qualification	Masters	Masters	Masters	Masters	Masters
Max: qualification	Masters	PhD	Masters	PhD	M.Phil
Work experience (years)	12-34	16-23	09-31	09-17	11-20
Age	32-64	34-56	31-62	30-55	35-53
Gender	5(M)+3 (F)	5(M)+2(F)	3(M)+5(F)	6(M)+2(F)	4(M)+3(F)
Type of School System (Current position)	3PUS 2PRS 2MDS 1ASS	2PUS 3PRS 1MDS 1ASS	3PUS 2PRS 1MDS 2ASS	4PUS 1PRS 1MDS 2ASS	2PUS 1PRS 2MDS 2ASS

Note: M=Male; F=Female; PUS=Public school; PRS=Private school; MDS=Madarsa System and ASS=Army school system

Out of total respondents, four have experience in the development of textbook and curricular. In addition five respondents hold PhD degree and eight participants were multi-experience. In order to increase the comfort level of the stranger participants, discussions were started with acquaintances by the involvement of the moderator. The discussions were completely open-ended based on semi-structured interview.

²² Ibid

²³ N.L. Leech & A.J. Onwuegbuzie, 'A Typology of Mixed Methods Research Designs', *Quality & Quantity*, 43:2 (2009), 265-75

Procedure for data collection

As mentioned above that FGs were arranged for the collection of data, therefore, various steps were taken in-order to organize it.

Stage: 1. For the identification of potential respondents from Islamabad and four provinces, belonging to the various education systems, objectives of the study were shared with the various heads of the textbook boards, director army public school and college system (APSCS), chairperson the educator school system, *nazim* (chairman of the board) *wafaq ul madaris* Multan, and regional directors of secondary schools where, the FGs were arranged.

Stage: 2. After several visits, emails and follow-ups, respondents were nominated by the head offices. To get their personal consent, availability and comfortableness with the research topic, personal meetings (where possible) and telephonic conversations were held. They were informed about the voluntary participation, study objective and ensured about the confidentiality.

Stage: 3. Out of total nominations received from concerned head offices, thirty eight nominees showed their willingness to participate in the FGs. Group discussion were arranged; FG1 in Sindh, FG2 in Baluchistan, FG3 in Punjab, FG4 in Khyber Pakhtunkhwa and last in Islamabad. Out of these five FGs, three were organized in the public sector institutions and two were in the private institutions. None of FGs was arranged in army school or *madarsa* due to certain reasons.

Stage: 4. In each FG, participants were welcomed at the beginning, they were reminded about their voluntarily participation and study objectives. Furthermore, it was requested to respect each other's argument and statement. Permission of taping was taken before starting point of the discussion. Researchers did not depend solely on audio recording because it only records voice not the face expression, feelings and emotions of the participants. All these psychological factors were observed and noted by the researchers themselves. Average time duration of the each FG was noticed in between 2-1 ½ hours. Researchers themselves played the role of mediator and assistant mediator.

Main discussion/Interview

Current study is exploratory in nature due to this less structured interview was found more suitable. Less structured interview is a strong

technique in exploratory research because it provides chance to interested participants to discuss lively. Furthermore, it reduces the involvement or dictation of the moderator which ultimately decreases biasness. The discussion in each FG revolved around the questions; *what will be the effects of educational stratification on nationalism and nation building process in Pakistan?* And *“is it possible for young generation to unite for a collective cause by studying different curriculum and availing unequal opportunities?* Supplementary questions were; *“How can we use education as a weapon to encounter regionalism in Pakistan?* *“What are the internal factors that hinder the process of nation building? Do you think, our educational system have potential to fulfill the needs of nation development?*

As explained above, the moderator and assistant moderator noted the face expression, feelings, emotions, voice tune along with taping. After this process was over, an abridged transcript was developed with the help of audio record and manually noted data.

Examination of data

To analyze the data of focus group, there is not a single preferred way²⁴ but various methods are suggested in the literature of domain. These methods are; cross coding, describing group data interaction, discourse analysis and many others.²⁵ Unlike quantitative research, which finds 'truth', the main objective of qualitative research is to explore or highlight the 'meaning' of a particular problem, situation or event. Hence, 'constant comparison analysis' was applied in the present study.²⁶ Although it was hard at the beginning, but the methodology was helpful in organising the data by getting rid of irrelevant facts and information. By codifying data was chunked into small units, categorized the grouping codes (axial) and themes were developed (selective) to highlight groups' content.²⁷ Although, audio recording was the major source of the data but non-verbal communication, observed and recorded by the moderator and assistant moderator during group discussions, added a useful dimension in developing themes and analysing the data.

²⁴ S. Wilkinson & D. Silverman, '10 Focus Group Research', *Qualitative Research: Theory, Method and Practice*, 2004, 177-99.

²⁵ A.J. Onwuegbuzie, W.B. Dickinson, N.L. Leech & A.G. Zoran, 'A Qualitative Framework for Collecting and Analyzing Data in Focus Group Research', *International Journal of Qualitative Methods*, 8:3 (2009), 1-21.

²⁶ Ibid.

²⁷ Ibid.

Findings and discussion

As thematic analysis approach was employed to analyse the data. Four major themes emerged from 5 FGDs. Theme 1=uniformity of curricular; 2= equal opportunities; 3=political and bureaucratic involvement; and 4=moral education. The detailed discussion and analyse on emerged themes is described below:

Theme 1. Uniformity of curricular

Curricular uniformity in Pakistan emerged as one of the themes in focus groups. Every participant argued that curriculum in Pakistan is merely a kind of facade which is not potential enough to spark national development process.

Across the world, curriculum development is based upon the idea to promote national cohesion, ideology, sense of ownership, cultural harmony, and social as well as moral values. In addition, curriculum in developed countries remains the major source of motivation for students to play the role of leadership, misfortunately; curriculum in Pakistan is totally averse of it (FG-I).

Respondents agreed that Pakistan possesses a poor form of curriculum which nips the nation development process in the bud. It is strange that at the one hand curriculum is not up to the mark and on the other hand various education systems are functioning simultaneously in Pakistan. Because of these two reasons respondents in FG4 showed severe concerns over the educational system of the country.

This is unfortunate of our system that those who have to teach the syllabus practically in the classrooms (teachers) are not included in curriculum development process. The committee that designs the curriculum is mainly consists of university and college teachers which are completely unaware how to teach the student of grade one or two in a public primary school. (FG4). Another participant indicated that;

Comprehend dilemma is that we directly import the idea of curriculum development from the well developed countries like United Kingdom and United States with slight changes in syllabus contents. At that time our policy makers or curricular developers forget the difference between the teachers' qualification and facilities being provided in these countries and in Pakistan. (FG4).

Besides facilities and teachers' qualification, professionalism was another factor which was highlighted by the respondents. Interestingly, all participants were of the view that educational policies in Pakistan remained on papers rather than in practice. Similarly, these policies are not based on a uniform principle. It was also highlighted that these systems are not following a uniform curriculum due to that various

school of thoughts have been penetrated in the society. These schools of thoughts are eventually jeopardizing the sense of nationalism by hindering the process of nation building.

Psychological differences among the students of Deeni Madarsa, privately managed schools, army schools and public schools are increasing with the passage of time. These behavioural differences among the youth are stimulating the society towards polarization. Because of these differences, gap between upper and lower classes is widening. It has deeply rooted into the ethnic, cultural and religious veins of the society. (FG2)

Alike FG2, respondents of FG3 and FG5 were also showed great concerns over the stratified curriculum and its consequences. *The main function of the curriculum across the world is to unite the nation by promoting national ideology, moral, social and democratic values rather than divide the nation (FG5).* They concur that current wave of sectarian issues in Pakistan is one of the after effects of divided educational system. As mentioned above that this hazardous division has polarized the society; politically, economically, socially, religiously and culturally which is enough to cut knee deep the moral and ideological foundation of the nation. This is dividing the nation further, on the name of language and region that is enough to sabotage the process of nation building. Elaborating more clearly, one of the respondents said *“our educational system is producing fragmented youth. At one side it is producing; pro-state, anti-state, on the other side, extremists, liberals and social, anti-social” (FG3).*

Theme 2. Equal opportunities

Similar to the divided educational system, opportunities are also categorized in Pakistan. Equal accesses to higher education or opportunities of jobs are awarded on the basis of province, urban, rural settlement and gender.

Institutions nearer to the capital are gaining higher opportunities in every sector. Adversary, institutions away from capital is neglected badly in every sort of opportunities and rewards. Negligence of Sindh and Baluchistan are the lively examples (FG3). This observation/perception was also supported by participants of other FGs as well by comparing these provinces with Punjab and Khyber Pakhtun Khwah. They further argued that not only opportunities of higher education and jobs are better in these provinces but funds for better infrastructure are also awarded to them in a huge amount when compared to the former provinces. Similarly, differences of urban and rural settlement also matters, in-order to avail better opportunities.

Schools in rural areas generally, Sindh and Baluchistan particularly are anxious to have basic facilities such as; toilets, electricity, furniture, pure drinking water and in some cases entire building. Poor policies and bad governance have compelled the students to learn under the shadow of tree or hut (FG2).

Most often, public schools and *madarsa* educational systems are functioning in the rural areas. Students of these institutions and areas are not given priorities when they appear in an interview after completing education. Contrary, students of urban areas are availing better facilities and given priorities for higher education and even for jobs.

Moreover, respondents showed their worries about gender differences as *“in both primary and secondary level, enrolment of boys is seven times higher than girls across the country. This picture is even worst in the rural areas”* (FG1). It was highlighted that educated girl is more useful for the society as compared to the boy. Because of education, she is allowed to the market and earn for her family. Educated females are likely to marry later and have fewer children which are healthier and well mannered.

Investment on girls’ education have higher rate of return as compared to the boys. Additionally, rate of girls’ brain drawn is lower than that of boys (FG5). Participants agreed that girls’ negligence in education sector is negatively and significantly affecting nation development process.

Theme 3. Political and bureaucratic involvement

Political and bureaucratic involvement also emerged as one of the themes in focus group discussion. It was argued that politician has hostage the entire educational system through their influence and interference, the remaining part has been plagued by bureaucracy.

“Appointment, transfer as well as promotion of the teachers are mainly done through nepotism and favoritism. Due to these practices, a large number of unqualified teachers have been appointed at both primary and secondary levels” (FG1). These teachers have affected the soul of education in the remote areas of Sindh, Baluchistan and Punjab. Moreover, it was indicated that teachers are not aware of the teachings techniques and strategies. May be it is because *“our system is following rote education”* (FG4). Likewise, one of the respondents argued that *“majority of the teachers are untrained, they know nothing about lesson planning, class environment and how to involve students in the process of learning psychologically. Summarily, most of the teachers are unable to handle various problems”* (FG3 & 5). If the teachers are appointed and transferred on the basis of merit, our education system can get rid of

these evils easily. Therefore, the highly responsible for all this, are the politicians and bureaucrats.

Theme 4. Moral education

Moral education appeared as a theme which was emphasized by the participants in all focus groups. According to the respondents it is disappearing from our society day by day. *“Moral education is basically a training to lead a right and just life. Honesty, care, obedience, love and tolerance are some of the basic principles of moral education which our curriculum is lacking in”* (FG2). It may be due to this reason, as a nation we are intolerant and careless, they argued further. They ascertained that *“being a Muslim nation it’s our religious responsibility to promote the education of love, tolerance, harmony and peace, one who is not tolerant or hate monger is not a Muslim”* (FG4). Additionally, members in FG3 pointed out that it’s our misfortune that our youth do not have any role model of their own except Muhammad Ali Jinnah. As a nation we all are responsible not to produce a role model. It is because of out-dated and imported curriculum. One of the members in FG5 argued that *“if our policy makers and curriculum developers introduce Islamic and democratic values in the syllabus in a real sense, 70% of our social issues will be decreased automatically”*. All the members agreed that by enhancing moral education we can increase the performance of various institutions in Pakistan. Above all, *“the mother of all crimes (corruption) will be vanished from our society”* (FG1).

Discussion

Finding of the study suggests that uniformity of curricular among these education system is one of the major factors that causing psychological division among the young generation. Additionally, it is widening the gap between upper and lower class, thus dividing the nation on the basis of income. Furthermore, it was also pointed out that nationalism is negatively affected by it, because the present system of education is increasing regionalism and class superiority. Almost similar results have been found by Liu (2015) in China.²⁸ According to the study eastern areas of the country are enjoying more facilities, opportunities, prestige and powers in higher education as compared to the central and Western parts of China. Study highlights that decentralized government system of the state is responsible for social as well as educational stratification in

²⁸ Y. Liu, ‘Geographical Stratification and the Role of the State in Access to Higher Education in Contemporary China’, *International Journal of Educational Development*, 44 (2015), 108-17.

the country which is hazardous for national development.²⁹ Furthermore, results of the present study are also supported by Jia & Ericson, (2017). According to them, students belonging to the upper and upper middle class are getting better education in the urban areas of the country while those who are from lower class are badly ignored at the time of admission.³⁰ This ignorance is causing social inequity in the state and ultimately divides the nation psychologically.³¹ Another study conducted in Israel, finds that Negev Bedouin Arabs are deprived of higher educational and services opportunities which causes distrust on government.³²

Study reveals that Pakistan is facing serious challenges of teacher's quality and number. Teachers are the backbone of the educational system. They are the role model for students after their parents. If teachers are appointed on the basis of nepotism, by ignoring their qualification or eligibility, then the system will produce corrupt minds. These corrupt minds will work for their personal interest instead of nation. Government has introduced a great number of reforms but could not produce desired results. Present study reveals that due to the political and bureaucratic involvement in the educational system teachers are lacking in professionalism and quality. Akin results have been obtained in Indonesia by Rosser & Fahmi (2018). According to the study bureaucratic and political elites interfere in educational system in-order to enhance their influence and control over the institutions.³³ Moreover, it is argued that control over the educational institutions enables them to accumulate resources, strengthen politically and socially rather than promote quality of teachers by reforming appointment system.³⁴

After getting rid of discriminated school system, another perilous journey of student starts that is the provision of unequal opportunities for higher education and jobs. This factor compels young generation to leave the country or start working for individual benefit or interest in place of

²⁹ Ibid.

³⁰ Q. Jia & D.P. Ericson, 'Equity and Access to Higher Education in China: Lessons from Hunan Province for University Admissions Policy', *International Journal of Educational Development*, 52 (2017), 97-110.

³¹ Ibid

³² I. Abu-Saad, 'Access to Higher Education and its Socio-economic Impact among Bedouin Arabs in Southern Israel', *International Journal of Educational Research*, Vol. 76 (2016), 96-103.

³³ A. Rosser & M. Fahmi, 'The Political Economy of Teacher Management Reform in Indonesia', *International Journal of Educational Development*, Vol. 61, 2018, 72-81.

³⁴ Ibid.

collective interest. For this attitude students are not responsible because the syllabus they have gone through is actually lacking in moral education. Result of the present study is supported by the findings of Coenders & Scheepers (2003). The study examined the relationship between education and ethnic exclusionism in twenty two countries.³⁵ Furthermore, a negative relation has been found between educational effect and religious heterogeneity.³⁶ Student, after spending more than ten years in a public school or madarsa in remote rural area without basic facilities, studying out dated syllabus which is eventually lacking in moral education, and in the end he/she is not giving due opportunities by the state. In these circumstances, it is obvious that the level of distrust on the state will be increased among such kind of students which will ultimately enhance unrest in the society and sabotage nation building process. It is suggested in the literature that equal opportunities for higher education and service enhances social solidarity and sense of ownership. A strong connection between equal opportunities and nation development has been investigated in Israel by Gusacov (2018). Study suggest that equal opportunities along with developed educational system can be used as a solution to cut back brain drain and at the same time it heighten public attachment to their homeland and develop sense of service among the youth.³⁷

Therefore, it can be concluded that inclusiveness is one of the factors that have ability to build a bridge between ignored youth and national loyalty.

Conclusion

Present study concludes that education plays significant role for the development of a nation. It is a potential force which enables human in all domain of life like; politics, social, economic and moral. It is universally accepted that countries that have effective system of education are self-sufficient and developed in all spheres. Today, nation with excellent education systems are enjoying their sovereignty and liberty along with economic and political development. After spending more than seven decades, the state of Pakistan has not been able to introduce a well effective and uniform system of education. It is because

³⁵ M. Coenders & P. Scheepers, 'The Effect of Education on Nationalism and Ethnic Exclusionism: An International Comparison', *Political Psychology*, 24:2 (2003), 313-43.

³⁶ Ibid.

³⁷ E. Gusacov, 'Education for Patriotism and the Arab-Israeli Sector', *International Journal of Educational Development*, Vol. 60 (2018), 138-48.

of the stratified and poor system of education that the nation is psychologically divided in almost all domains. This has created distrust, unrest and uncertain in the society. On the other side, young generation is confused and directionless. A force of degree holders has been produced by the defective system which is unable to think critically and creatively.

Result of the current study highlights that uniformity of curriculum, equal opportunities for higher education, interference free and moral education is needed to strengthen the process of nation building in Pakistan. Country's major problems such as; regionalism and class superiority is directly connected to the diversified nature of curriculum. Similarly, problems like; terrorism, corruption, intolerance are seems to be at peak because the education system needs to be morally strong. It would only be possible with reduced political and bureaucratic involvement in education. Therefore, current study strongly suggests that government should have to introduce a homogeneous structure of education which provides updated and uniform curriculum, infrastructure, basic facilities and equal opportunities for higher education as well as for jobs. In addition, it is also recommended that steps should be taken to make the system influence free. Teacher's appointment, transfer and promotion should be made on the basis of merit instead of political attachment or bureaucratic involvement.