

# Challenges In Implementation Of Educational Policies In Pakistan

<sup>1</sup>Dr. Naeem Akhtar , <sup>2</sup>Syed Tanweer , <sup>3</sup>Farhan Ali Khaskheli , <sup>4</sup>Nisar Ahmed Khaskheli

<sup>1</sup>*SZABIST*

<sup>2</sup>*IBA Sukkur*

<sup>3</sup>*University of Turbut*

<sup>4</sup>*IBA Sukkur*

## Abstract

The educational sector in Pakistan has faced many challenges. The availability of qualified teachers, especially female teachers, is one of the basic problems. It is because no plans, programs or policies are implemented by the authority to improve the need for qualified teachers. This research aims to uncover the causes of weak educational policy results by analyzing their implementation vulnerabilities. The current research relies on the qualitative research design and employs a retrospective approach to analyze the aims and challenges faced by Pakistan in implementing educational policies. Pakistan's current situation necessitates increasing educational allocations and resources. The Millennium Development Goals have not yet been met. Several elements have been highlighted that play a key role in the failure to meet goals. The most serious of these is policy formulation that ignores local educational demands in Pakistan's many areas. As a result, the policy may not benefit all stakeholders equally. Another important barrier is the uncertainty of the objectives, which makes policy implementation difficult. After a thorough examination, it is clear that Pakistan's educational system requires change, with more investments in human resources and infrastructural development. Moreover, a policy should be developed based on the needs and challenges of each province and district, allowing each part of the country to progress at its own pace. Furthermore, all of these provisions must be monitored through an appropriate channel.

**Keywords:** Curriculum development, educational policies, literacy rate, Pakistan education system, weak implementation

## Introduction

The world is growing too fast in the field of education, and its realization is being observed in developed and developing countries. They are working on different factors to compete in providing quality education by improving the role of teachers. It is them who can enrich and enhance the system of the curriculum. In today's world, every individual wants to gain something despite lacking qualities. In the modern technology era, many powerful resources can benefit someone if used accordingly. This all can

be achieved if a person has some educational qualifications. Education plays a very major role in the life of a human being. From a young age, children are being sent to educational institutes to learn some aspects and work on grooming themselves. This race is seen in all of the origins of the world. Be it a million dollars accompanying country or an underdeveloped country that works on its establishment day and night.

Pakistan is one of the major developing countries that lack resources but still manage to

cope with today's world. It's a south Asian country where Muslim practices their religion peacefully. Along with Muslims, different religions people are also found who can live peacefully and practice their firms and belief calmly. Pakistan was founded based on Islamic ideology by one of the world's great leaders, Mr. Muhammed Ali Jinnah.

Pakistan has been an independent country since 1947 when it gained independence from India to become a safe and peaceful land where Muslims could live without fear and perform their religious activities peacefully. The founder of Pakistan, Mr. Muhammed Ali Jinnah, made a strong impact on education policy when he inaugurated Pakistan on 14 August. He wanted to establish an educational policy for the youth generation following the guide of Islam. Though there were not enough resources, education spread sporadically as time passed after the Establishment of Pakistan. Both civilian and military governments helped spread education in Pakistan (Saif & Naz, 2016).

The educational sector in Pakistan has faced many challenges. The availability of qualified teachers, especially female teachers, is one of the basic problems. It is because no plans, programs or policies are implemented by the authority to improve the need for qualified teachers. The most affected areas are the government schools and their students. So, due to low budget in the public education sector, effective teachers prefer to join the private sector (Akram & Yang, 2021). The Ministry of education should understand the importance of the teacher development process and also realize that process of changing the teaching methods and techniques can get years, but implementation is necessary to meet the requirement of the world.

The policy of having no similar curriculum in the public and private sectors creates a huge gap in the mindset and skills of students of both sectors. Students who studied in government schools are suffered from

participating in educational competitions with private students. The public sector demands educational structural changes (Hashmi et al., 2019).

In the past, some government did an effort to implement policies and 5-year plans to improve the quality of education, but all efforts went in vain because, at that time, Pakistan were facing political instability and economic crisis. Some policies are announced, like free education and equal distribution of facilities, but the people have never observed implementation. In this era of science and technology, development and growth in education are very important as education plays a major role in the betterment of the country. In Pakistan, several educational policies are made which dignify the terms and importance of education and why people should pursue it. Education positively impacts growth, employment, productivity, and all the other carious things that help in the developmental aspects of Pakistan. Education is the standard of living and survival in today's world. It is mandatory for intellectual development and understanding of the world outside Pakistan (Suhag & Khan, 2020).

The beforehand preparation of life's definition is termed education. Societal principles and strategy might be defined as aims and objectives which can value in terms formulated for professional life. Education policy is "the implicit or explicit specification of courses of purposive action being followed or followed in dealing with a recognized problem or matter of concern and directed towards an accomplishment of some intended or desired set of goals". According to this logic, it actually means addressing some problem in a strict and prescribed way while executing those values. There are many ways of defining policy just by using the right words. There have been made various suggestions that assume that policy designing is a process that is usually negotiated by all the interested audiences.

Different policies have been made for better promotion and quality of education. These are used to be implemented at both national and provincial levels. These policies low the rate of unemployment and illiteracy found in Pakistan. Many political documents and reports show that these policies are constructed through reforms and programs such as five-year plans. These policies are made from the Islamic point of view and are designed in a way that will help people nourish their character (Akram & Yang, 2021).

Pakistan's education system is overseen by the federal and provincial ministries of education. Curriculum development and funding arrangements are conducted with the federal government's help. Pakistan's education system has been steadily improving for decades, facilitating the advancement of the entire country, but the targets have yet to be met. The government launched a national campaign to raise literacy rates to eliminate illiteracy and provide basic education to all children. As a result, by 2030, the state will have achieved 100% literacy at the basic and secondary levels, respectively (Pakistan Ministry of Education, 2017). Conversely, due to low student enrollment and a low survival rate, the country is still falling short of its educational goals (Pakistan Ministry of Education, 2018). According to the most recent assessment, Pakistan's literacy rate has hardly improved to 62% (Pakistan Economic Survey, 2018), which means that 38% of the population is still illiterate.

The main reason for illiteracy in Pakistan is supposed to be the weak implementation of the educational policies. Clarifying policy implementation research before examining the reasons for poor policy implementation is critical. A policy is a method or technique for assisting the system in dealing with the public's problems. It establishes the model for future actions and objectives. According to Anderson (2014), public policy is defined as a purposeful strategy for dealing with a specific problem accompanied by

a worker or a group of employees. The success of a policy is determined by how well it is implemented. As a result, policy implementation is a method of carrying out instructions to achieve the aims and objectives (A. R. Khan, 2016). The policy implementation process is divided into three parts: (1) policy outcomes, (2) policy effectiveness, and (3) policy evaluation to determine whether or not policy objectives have been met. According to Durlak & DuPre (2008), a successful policy's effects are dependent not only on its proper conception but also on how well it is implemented. The formulation and the execution of policies are valued independently in education policy; however, this separation is not obvious in practice. This ambiguity produces disillusionment with desirable objectives, which leads to educational policy failure, especially in developing nations; for example, Pakistan has yet to meet its literacy goals (M. S. Arif, 2019). Poor policy implementation is the most common cause of policy failure, creating difficulty for policymakers, analysts, academics, and those who keep track of implementation data. Several studies have attempted to research the origins of Pakistan's poor implementation, but none have properly analyzed the situation.

Different national educational conferences, committees, and policies have proposed proposals to solve the problems and challenges facing the education system. Nevertheless, practically all the educational policies that failed to produce the anticipated outcomes over the last few years remain unfulfilled, and the future remains unknown. As a result, it is critical to reform the current system to raise educational standards by minimizing illiteracy. This research aims to uncover the causes of weak educational policy results by analyzing their implementation vulnerabilities. As a result, politicians and educators will benefit from formulating policies based on recognized limits and proposals, which can be understood both conventionally and intellectually.

## **Methodology**

The current research relies on the qualitative research design and employs a retrospective approach to analyze the aims and challenges faced by Pakistan in implementing educational policies. This method enables a researcher to comprehend a clear account of the past (Cox & Hassard, 2007). Reviewing previous literature, such as education policy, research articles, project reports, and relevant literature, helped to direct this research.

## **Discussion**

The collection of laws and rules developed by the government, which are then implemented by educational and academic experts and finalized using values and ideas, is called Educational Policies. Different educational institutes and departments follow different forms of education (Shah et al., 2019).

Education policy is the focus of the political schedule of régimes. These policies are made up by using curriculum laws and regulations, dominant values, and governmental strategies. These policies are used to influence people to choose their careers to know what they will do in the future when they become older. In Pakistan, these policies are made by keeping in mind the basics of Islam and all the rules and regulations an Islamic person should follow. These are in the form of policy documents, reforms, projects, and programs that the people of Pakistan should implement (Zakar et al., 2020).

One of the most substantial factors that lead to the growth and betterment of a country is called "Education." Education was regarded as one of the significant leading factors by the founder of Pakistan in its first hosting, which was held for an education conference in November 1947. Pakistan's founder, Mr. Muhammed Ali Jinnah stated in his first inaugural that: "There is no doubt that the future of our state can and must depend heavily on the kind of education we

provide to our children and how we make them a future people from Pakistan.". since then, many initiatives have been considered by the government of Pakistan to improve the educational society of Pakistan, but unfortunately without the lack of resources and poor infrastructure, these initiatives are not being accomplished. One of the important conditions that these policies are not getting implemented is because there has not been a single government that, after getting elected, did not comprehend its tenure of headquarters (Shah et al., 2019).

### **Pakistan educational conference 1947.**

Physical training and social education with all fair means to be implemented by educational sectors. The government of Pakistan termed fair delivery by integrating spiritual means where all learners should benefit in the educational conference in 1947.

### **Commission on national education 1959.**

Soon after independence, many educational programs were formulated for the education system of Pakistan. Of that many ideas, not a single one is accomplished because of Pakistan's government's unstable and unpredictable condition. They have not even faced the challenges kept by martial law. They only do the talking that they will do their work, but most of them get withdrawn from it. It was also suggested that educational committees should be made, but they were not quite useful, so a change is needed in the education system (Saif & Naz, 2016).

### **New education policy 1970.**

Education is used as a representative of social delegations, and growth is used as an establishing factor in a democratic order with full access to educational prospects. Teaching staff should be sustained in all types of curriculum schools that follow the same level of service in the secondary system. The pride of teachers in

educational institutes and society should be accessible to each and every child who seeks education. This year, the situations in the country were not peaceful because the country was going under a partition period to be divided into two countries, Pakistan and Bangladesh. Due to the financial crisis, there came many obstacles to implementing this educational policy (Nabi, 2020).

### **National Education Policy 1972-80.**

The Equal instructive chance for the two genders and equivalent admittance to tutoring through the arrangement of extraordinary administrations for all neglected and in reverse grown-ups. Educators, students and guardian agents, and the general public have a dynamic association in school issues. For the most part, cultivating the security, reputation, and awareness of certain expectations of instructors and students. An extraordinary potential to lead the nation by putting resources into various social government assistance drives and changing the environment, which is pleasing to all students (Durrani & Ansari, 2018). Most of the ideas for this strategy were political choices and were not because of examination. Pak India battle of 1971 made a serious monetary emergency that was a significant obstacle to executing this strategy. In 1977 Zia-ul-Haq broke up the public administration. Zia-ul-Haq gave one more approach in 1978, and new educators were selected during the policy time frame. Proficient subjects were attempted to introduce into educational sectors. Every one of the organizations was nationalized and promoted. Free basic educational instruction for all didn't match the country's economy. It is our misfortune that we basically declared the instructive approach and did not want to obtain the wanted results. It additionally occurred with this strategy; new plans were presented without feeling the financial crisis (M. Arif et al., 2022; Durrani & Ansari, 2018).

### **Implementation of National education Policy 1977, 1978, 1979**

In the education world, there is no single insight based on gender roles. There should be equal opportunity for everyone seeking education and wanting to achieve something. The learners and the ones who teach specific people should be models in morals and discipline attributes as they will be the future and founders of the education in the upcoming world. Later, the government also accepted the Arabic certificates for those who had completed their Islamic learning from "Deeni Madaris." To continue this, more Arabic teachers were chosen. As the Islamic ideology was the basis of education policies, teaching the Holy Quran was also made mandatory. Urdu is the native language of the country, and most citizens lack Urdu, so it was then selected as a medium for language. Students' opinions and ideas matter the most, so their mentors respect them. A cautious surrounding should be provided for training and service for educational sessions (Faizi et al., 2020).

### **National education policy 1992.**

There should be equal prospectus and competency for all the students who want to learn and gain knowledge. In early 1992, computer studies were introduced, but unfortunately, with the government being dissolved, it was not further implemented by educational institutes. These targets were set to be achieved by 2002, but as the government was lacking, these results were not achieved by policy. (Saif & Naz, 2016)

### **National Educational Policy 1998-2010.**

Opportunity, a majority rule government, and social equality have turned into the subject of consideration on disproportion and relational causes that have expanded into disparity. Gender difference is connected with an absence of financial turn of events. There is a rising agreement among financial experts that women's

education and strengthening are instrumental in accomplishing monetary flourishing and speaking about poverty. Unskilled ladies are hesitant to prepare their offspring of one or the other orientation in such a way as to guarantee that all young ladies and young men wishing to enter advanced education approach kindergarten (Shakoor et al., 2011). Rebuilding staff and estimating students' accomplishments by disaggregated school agents were focused on building study halls with fair assets and an equivalent chance for all students. The 21st century is the 100 years of data innovation, so specialized and logical comprehension is extending at high speed. Actual administrations, like study halls, labs, libraries, and seats, are best given in optional schools. A comprehensive educational plan rehearses for mental imbalance training yet further expands definitions to assist kids from different networks with a wide assortment of necessities. An advanced monitoring system should be established so that students at the elementary level can receive a proper education. The "KACHI" class at the elementary level was also introduced where some lack of resources was seen (Muhammad Azeem Ashraf, 2019).

### **Education sector reform 2001-2005**

Rules and regulations of social justice should be equitable to all educational services. It should be led by giving everyone equal rights regardless of gender.

### **National Educational Policy 2009.**

Students of all levels should be treated equally and benefit equally. Fair provision should be given in the education aspect. Every program, like training, in-house services, assessment, etc., should cultivate knowledge and different approaches and views for a gender-biased environment (Khizar et al., 2019).

### **National education policy 2017-2025.**

Studying materials should be presented in an audio-video guide or educational CDs, posters, pamphlets, etc., to teach students innovatively and creatively. These are ways to raise the standard of education. The surroundings enhance the student's physical, emotional, and academic growth so they can be productive and contribute further to society. They should also provide the necessary facilities, resources, and appealing infrastructure to public and private educational sectors (Nabi, 2020).

### **Single National Curriculum 2020-2021.**

There should be one single curriculum that all educational institutes in the country should implement. Every public or private educational school should execute inclusive education focusing on life skills and values (Irfan, 2021).

### **Challenges in implementing policies and possible suggestions**

#### **Excessive Expectations.**

Setting ambitious goals appears to be an excellent way to achieve deadlines and keep up with the globalized world. However, when formulating policies, evaluating the link between favorable results and implementation is necessary. In other words, the policy's execution must be practical to succeed. On the other hand, setting excessively high goals might lead to stress and other management issues, which can sabotage the execution process (Cloete, 2006). Pakistan has established a target of achieving 100% literacy during the last few decades; yet, progress has been gradual, and the country has only reached 62% literacy (Pakistan Economic Survey, 2018). As a result, it will be helpful and feasible if policymakers set realistic goals and gradually enhance their targets.

#### **Centralized Targets.**

Goals set at a national level by a few high-ranking officials are referred to as centralized targets. It covers all choices, from the smallest to the largest, that have been accepted by top management. Because each region has unique needs and challenges, policies focused on centralized aims may not benefit all stakeholders and provinces (Norris et al., 2014). As a result of this approach, educational policy frequently fails to identify the needs of all subscales and has difficulty meeting targets and goals. As a result, while establishing policies and activities, authority members must concentrate on the underlying causes of all stakeholders for the educational policy to achieve its objectives.

### **Ambiguous Objectives.**

Educational policies' aims and objectives are determined by understanding the demands of the time; as a result, they must address the country's demands and educational circumstances. Nevertheless, due to a lack of specific objectives, we can still not meet our aims and goals, failing expected outcomes (Muhammad A Ashraf & Ismat, 2016). As a result, precise objectives that are easy to comprehend and interpret are critical for successful implementation (Saeed et al., 2020).

### **Political Influence.**

As the state establishes educational policies, it will require support and assistance from top political leaders to ensure that they are implemented successfully. Unfortunately, we have not yet met the targets due to our country's lack of cooperation and governmental support. Each new government fails to deliver or terminate existing programs, resulting in unfulfilled policy plans and objectives. For example, in Pakistan, the quality assurance of different educational institutions, such as Basic Medical Education, is challenged by political involvement (A. W. Khan et al., 2020). Governing bodies should assess the accrediting

system of medical institutions to enhance the integrity of medical education.

### **Inadequate Funding and Resources.**

All subunits that help an organization/policy achieve its goals, such as financial, human, and technical resources, are considered resources. Their correct diversion is critical to the educational policy's successful implementation. Low education financing has been identified as the primary roadblock to reaching the goals set by Pakistan's educational policies. Furthermore, there is a discrepancy between assigned funding and educational expenses. Money is insufficient to meet educational sector expenses, and occasionally authorized funds are not used effectively, causing difficulties in plan execution and implementation failure (Ahmad et al., 2014). The educational sector also challenges meeting literacy goals (Akram et al., 2020). Hence, it is critical to include an adequate budget for education in the national GDP to achieve the intended outcomes.

### **Lack of Collaboration.**

The policy must be adequately implemented for it to succeed, which is impossible without proper collaboration between policymakers and all other essential stakeholders of the related units. Unfortunately, due to insufficient collaboration, the stakeholders of the affected units are unable to fully comprehend the purpose, resulting in implementation failure (Ali, 2011). All stakeholders should be given clear and precise guidelines, and principals and teachers should collaborate to help students. Working together strengthens the institution's environment and allows them to meet their educational goals successfully.

### **Scarcity of Teachers' Professional Development.**

Without skilled and qualified teachers, the targeted learning outcomes cannot be

accomplished, emphasizing the necessity of teacher professional development. Several researches have also found a significant association between teacher learning and student accomplishment (Kim & Seo, 2018). As a result, teachers should be given opportunities to participate in ongoing professional development programs to keep their expertise current. On the other hand, the government has paid special attention to improving teacher quality by sponsoring several in-service training programs (Pakistan Ministry of Education, 2017). Due to a shortage of educated human resources, these projects are mismanaged (M. A. Khan & Afridi, 2017). In this context, the government should create well-equipped teacher training centers from primary to higher education, and instructors should be assisted with constant training programs.

### **Poor Supervision.**

In order to investigate teaching flaws or examine the project's weak areas, supervision is critical. Following that, a leader assists the teachers or project in achieving the desired results. Insufficient supervision or ineffective leadership make it impossible to attain targeted aims and goals, resulting in policy implementation failure. Unfortunately, in many educational institutions, there is a lack of monitoring and accountability in academic topics, making it difficult to achieve the necessary educational objectives (Riaz & Sultan, 2017). To overcome this challenge, it is critical to developing an accountability system, and all educational institution principals should be offered training programs to oversee effectively.

### **Conclusion**

Education is the foundation and the most important component of a country's development. Countries with efficient, remarkable need-oriented, lucrative, and effective execution of education systems emerge as world leaders in all

areas of development, financially and socially. Pakistan's current situation necessitates increasing educational allocations and resources to overcome the difficulties. The Millennium Development Goals have not yet been met. Pakistan's efforts to increase enrollment and literacy have not gone unnoticed since its independence, although they have fallen short of its objectives. Several elements have been highlighted above that play a key role in the failure to meet goals. The most serious of these is policy formulation that ignores local educational demands in Pakistan's many areas. As a result, the policy may not benefit all stakeholders equally. Another important barrier is the uncertainty of the objectives, which makes policy implementation difficult. After a thorough examination, it is clear that Pakistan's educational system requires change, with more investments in human resources and infrastructural development. Moreover, a policy should be developed based on the needs and challenges of each province and district, allowing each part of the country to progress at its own pace. Furthermore, all of these provisions must be monitored through an appropriate channel.

This research has offered some recommendations for optimal policy implementation in the field of education.

- As we all know, the policy is the procedure that assists any system in resolving difficulties. Education policy refers to the process of addressing educational issues. Unfortunately, officials and individuals who are not well-trained to design it more effectively are in charge of developing this policy in Pakistan. Hence, the government should include well-trained people in policymaking. More importantly, the government should entrust this job to educationists and specialists who are

familiar with the benefits and drawbacks of each area of education.

- There should be a suitable way for policymakers and implementers to share useful information about education policy because most initiatives fail due to a lack of communication among stakeholders.
- Stakeholders and the government should conduct frequent (concurrent and periodic) evaluations to ensure that policy is well-directed. If they simply consider their personal interests and neglect to formulate a better policy or implement it poorly, the goals will not be met in the time allotted.
- Our country is economically weak and lacks the resources to implement policies effectively. Hence, the government should establish effective plans to utilize these scarce resources and achieve policy objectives with these limited resources.
- The government should raise public awareness about policy aims and encourage the public to assist them in better implementing the policy to attain the desired results.

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