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**Exploring the Factors Causing for Low Quality  
of Education in Public Sector Schools of Rahim  
Yar Khan**

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## Exploring the Factors Causing for Low Quality of Education in Public Sector Schools of Rahim Yar Khan

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### Abstract

This study used a quantitative approach to explain the factors responsible for the low quality of education in public schools of Rahim Yar Khan. The students, who participated in this study, are selected using purposive and convenience sampling techniques. The semi structured interview technique is used for conducting the interviews of the participants. Research is survey in nature. Population of the study was public secondary schools' teachers of Rahim Yaar Khan. Sample of total 100 teachers was selected for data collection by using random sampling technique. As a research instrument questionnaire was used for data collection. Containing on three parts. Part, one comprises the demographic information, part two 10 close-ended questions, one open-ended question. Data was analyzed through Statistical Package of Social Sciences (SPSS). Data is presented in tables in numerical form. The results revealed different factors causing low quality education in public sector school in Rahim Yar Khan district.

**Keywords:** Low quality education, public sector schools, Survey research, Rahim Yar Khan..

### INTRODUCTION

Education is the process of simplifying the act of learning, acquiring information, attaining general knowledge and understanding ideologies and philosophies. Education is perceived as pre requisite for development. The developing countries of the world spend a larger chunk of their budget on education. The difference between the developed and underdeveloped countries is due to the gaps of knowledge (Makoelle, 2014; Zaheer et al., 2015; Phulpoto et al., 2021; Hussan et al., 2024; Saleem et al., 2024; Ahmad et al., 2025; Shehbaz et al., 2025). There are a number of factors that leads to low quality of education. When these factors accumulate within a specific education system, the provision of quality education becomes impossible. They include unsuitable teaching methods, ineffective system of examination, poor learning environment etc. If the administrators of the institutes or schools are quite clueless about these elements, it contributes to low quality of education. They may not fully aware of the issues

faced by the students and the teachers, whereas sometimes they choose to ignore them despite knowing fully. The poor teaching practices leads to rote learning and decreases the interest of the students in the studies. The quality of education is highly dependent on quality of teaching staff, curricula and evaluation systems. In Pakistan, the public education sector has always been neglected in terms of finances and policy making. There are a number of factors which are blamable for the low quality of education. This country allocates only 2-2.5% percent of the total budget for the education sector and this percentage has never reached to 3 percent in the seven long decades. There is no trend of sufficiently investing in the human capital. The teachers are under trained and dismayed. The students are not motivated enough to study for their own good. The role of household in the academic life of a larger population of the students is almost next to nothing. There are number of problems in the public education sector of Pakistan which contributes to the low quality of education. The policymakers are unable to solve these issues. The quality of education in private schools is relatively better as compared to the public schools. The schools run by the government in the country are producing students with no skills and capabilities. The majority of the population prefers to send their children to public schools just because of ease and affordability (Moja, 200., Ball, 2007., Nkambule, 2022; Mncube et al., 2023; Waris, 2024; Rasheed et al., 2025).

#### **PROBLEM STATEMENT**

The problem statement is a clear and concise summary of the research problem, typically contained within one paragraph, its function is to identify the concerned issue (Ahmad et al., 2023). Perfect educational system develops reasoning skills and brainpower in the students. Educational quality enables students to develop all of their attributes and skills to achieve their goals. In Pakistan, the focus of the policymakers is on the quantitative expansion and thus, the education system lacks quality. This research needs to be conducted because the quality of education has always remained a major problem in Pakistan. The factors, which are responsible for the low quality of education in the public sector schools, need to be investigated. There are numerous issues faced by the students, teachers and administration of these schools. The quality of education is not improved in the public schools despite efforts have been made to resolve these issues in the past. In an under developed country like Pakistan, education plays a vital role in the nation building, hence it is important to focus on the quality of education. Well, learned students will perform better in their professional lives which eventually benefit the education field.

#### **OBJECTIVES OF THE STUDY**

The main objectives of the present study were to investigate the obstacles in the way of provision of quality education in the public schools of Rahim Yar Khan. Moreover, the present study also analyzes the issues and problems faced by the teachers and students in the public schools.

#### **RESEARCH QUESTIONS**

This research will answer the following questions.

- i. Explore the factors causing of low educational quality in public sector schools of Rahim Yar Khan?
- ii. Which kind of the issues and problems faced by teachers and students in the public schools?

#### **LIMITATIONS OF THE STUDY**

The data was collected only from the urban areas schools and there was no data collection from the schools located in the rural areas of Rahim Yar Khan. Therefore, the readers will not get to know the plight of education system in the rural areas. The reason behind doing so is that the focus of this research is analyzing the best quality of education provided in the country by the government. Hence, the students studying in rural areas are not considered for data collection. The sample size selected for this research is small and limited to the teachers. In qualitative research, researchers may choose a larger sample size in order to make generalizations on the basis of the data. Instead of these limitations the research is valuable in it self.

#### **SIGNIFICANCE OF THE STUDY**

- The findings of this research will explain in depth the elements that are responsible for the low quality of education in the public schools of Rahim Yar Khan.
- In Rahim Yar Khan educational quality in the public schools of this city is considered relatively better hence this study would rate the highest quality of education.
- Focus of the present research is on the data collection through interviewing in order to understand the teaching-learning process which makes it significant.
- Conclusion provide valuable suggestions in order to make the corrective educational policies.
- Recommendations provide central problems within the educational system henceforth will be proved valuable for the educational officials.

#### **LITERATURE REVIEW**

Literature review is a written overview of major writings and other sources on a selected topic (Rao et al., 2023; Naz et al., 2024, Saleem et al., 2024). Sources covered in the review may include scholarly journal articles, books, and websites (Naz et al., 2023; Sadaf et al., 2024; Ahmad et al., 2025). The purpose of literature review is to gain an understanding of the existing research and debates relevant to a particular research topic. The literature which I reviewed for this study focuses more on the structural issues when it comes to the drawbacks in the education sector of Pakistan. It studies the quantitative as well as qualitative factors responsible for the low quality of education but the psychological and ideological problems have not yet been discussed in detail. It is quite vital to address and investigate these issues. Therefore, in this study, I would investigate and examine the factors of all kind which are responsible for low quality of education. This study would be critical of every actor who is part of the education sector. Researchers and social scientists often compare the education policies of the developed and under developed countries but this study would throw light on the factors which inhibit the formulation and implementation of those policies in our part of the world. Hence, this piece of research would be useful in order to understand the structural as well as social issues responsible for low quality of education in Pakistan.

### **PREVIOUS RELATED STUDIES**

Njiru and Karuku, (2015) The study reported in this paper aimed at exploring the factors that contribute to students' low performance in physics. Study participants were 2 physics teachers (a male and a female) and 57 physics students (30 males and 27 females) drawn from a coeducational, government day secondary school located in Embu County in Kenya. The study adopted a mixed method approach, whereby both qualitative and quantitative methods were utilized to gather data. Analysis of quantitative data was done using the SPSS software package while the qualitative data were analyzed manually using thematic content analysis. Three major categories of factors were identified as contributing to students' low performance in physics; namely, learning factors, teaching factors, and administrative factors. Learning factors are those factors that emanate from the learners, such as time management skills and background in mathematics; teaching factors are those factors that are attributable to the teacher, such as quality of teacher-student interactions and teacher's content knowledge; while administrative factors are those factors that can be attributed to the administrative context within the school, such as access to resources and quality of guidance provision. Based on the research findings, a number of recommendations are made to practitioners and policy makers. For teacher educators, a proposal is made to include a course on improvisation in physics education during teacher pre-service training. For the school administrators, it is recommended that mechanisms be put in place to ensure that the students' voice is heard and supported during selection of preferred subject combinations. For teachers, it is recommended that the use of practical and interesting learning experiences during lessons be inculcated right from the first year of secondary education so as to engage the learners and sustain their attention.

Abonyi, Yeboah and Luguterah, (2020). This study explored the work environment factors that support or constrain the application of teacher professional development initiatives in Ghanaian basic schools. Utilizing qualitative research paradigm, 15 teachers were purposively selected and interviewed from one educational district in Ghana. Findings from the study showed that headteachers support through the provision of the required teaching and learning resources, peer support through culture of shared norms, beliefs and values and the opportunity to share knowledge during school-based in-service training (INSET), interest and commitment shown by students toward learning, and availability of needed teaching and learning materials supported transfer of learning of teachers. In contrast, lack of time due to rigid and inflexible school timetable, teacher workload, and inadequate teaching and learning resources constrained effective transfer of professional development of teachers (Naz et al., 2024). The study concludes that educational policymakers and training practitioners need to support infrastructures that would empower headteachers to be resourceful in order to assist and provide teachers with the required teaching and learning facilities to facilitate the transfer of their learning. In recent studies, Rehman et al., (2023) in district Sui of Baluchistan explored the challenges in provision of quality education. Al-Okaily et al., (2024) explored the factors that influence academic performance in Jordanian higher education institutions; this study is leaving contextual gap. Consequently, there is no single research that has explored the factors causing



for low quality of education in public sector schools of Rahim Yar Khan. Therefore, the present research fills this gap by using following methodology.

### **METHODOLOGY**

Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research. While “Design of the research comprises of the whole procedure which is conducted research (Shakir et al., 2011; Ahmad et al., 2023; Sadaf et al., 2024). Research is survey in nature” (Ahmad, Farhat & Choudhary, 2022). Population of the study was public secondary schools’ teachers of Rahim Yaar Khan. Sample of total 100 teachers was selected for data collection by using random sampling technique. As a research instrument questionnaire was used for data collection. Containing on three parts. Part, one comprises the demographic information, part two 10 close-ended questions, one open-ended question. Data was analyzed through Statistical Package of Social Sciences (SPSS). Data is presented in tables in numerical form.

### **DEMOGRAPHIC STATISTICS**

**TABLE 01: DEMOGRAPHIC INFORMATION OF THE RESEARCH PARTICIPANTS.**

Number	Schools	Frequency
01	Government pilot higher secondary school	10
02	Government girls canal higher secondary school	10
03	Government colony high school	10
04	Government girls’ model high school	10
05	Government comprehensive high school	10
06	Government senior Muslim girls’ high school	10
07	Shiekh Zayed public school	10
08	Government Tameer Milat girls’ high school	10
09	H.H. Shiekh Khalipha public school	10
10	Government girls’ junior model high school	10
Total	10	100

The above table number one is showing the demographic information of the research participants. The ten public secondary schools were selected five boys and five girls’ schools. From each school ten participants were selected in this way total 100 participants were selected for data collection by using random sampling technique.

### **RESEARCH FINDINGS**

#### **CLOSE-ENDED QUESTIONS**

**TABLE 02: LACK OF ADEQUATE FUNDS ARE CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK.**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	68	80.0%	80.0%	80.0%
	Neutral	5	5.9%	5.9%	85.9%

Disagree	27	31.8%	31.8%	117.6%
Total	100	100%	100%	100%

Table 2 shows the results related to the statement given in table. The frequency of 68 (80.0%) teachers agreed and 27(31.1%) disagreed. While 5(5.9%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 03: CURRICULUM IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	76	89.4%	89.4%	89.4%
	Neutral	10	11.8%	11.8%	101.2%
	Disagree	14	16.5%	16.5%	117.6%
	Total	100	100%	100%	100%

Table 3 shows the results related to the statement given in table. The frequency of 76(89.4%) teachers agreed and 14(16.5%) disagreed. While 10(11.8%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 04: LOW GRADE EVALUATION SYSTEM IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	59	69.4%	69.4%	69.4%
	Neutral	7	8.2%	8.2%	77.6%
	Disagree	34	40.0%	40.0%	117.6%
	Total	100	100%	100%	100%

Table 4 shows the results related to the statement given in table. The frequency of 59(69.4%) teachers agreed and 34(40.0%) disagreed. While 7(8.2%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 05: GHOST SCHOOLS IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK.**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	82	96.5%	96.5%	96.5%
	Neutral	2	2.4%	2.4%	98.8%
	Disagree	16	18.8%	18.8%	117.6%
	Total	100	100%	100%	100%

Table 5 shows the results related to the statement given in table. The frequency of 82(96.5%) teachers agreed and 16(18.8%) disagreed. While 2(2.4%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 06: LACK OF MOTIVATION IN STUDENTS IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	86	101.2%	101.2%	101.2%
	Neutral	1	1.2%	1.2%	102.4%
	Disagree	13	15.3%	15.3%	117.6%
	Total	100	100%	100%	100%

Table 6 shows the results related to the statement given in table. The frequency of 86(101.3%) teachers agreed and 13(15.2%) disagreed. While 1(1.2%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 07: TEACHER'S TRAINING IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	65.9%	65.9%	65.9%
	Neutral	6	7.1%	7.1%	72.9%
	Disagree	38	44.7%	44.7%	117.6%
	Total	100	100%	100%	100%

Table 7 shows the results related to the statement given in table. The frequency of 56(65.9%) teachers agreed and 38(44.7%) disagreed. While 6(7.1%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 08: EXTRA-CURRICULAR ACTIVITIES ARE CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK.**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	58	68.2%	68.2%	68.2%
	Neutral	7	8.2%	8.2%	76.5%
	Disagree	35	41.2%	41.2%	117.6%
	Total	100	100%	100%	100%

Table 8 shows the results related to the statement given in table. The frequency of 58(68.2%) teachers agreed and 35(41.2%) disagreed. While 7(8.2%) remained neutral. The total frequency



of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 09: MEDIUM OF INSTRUCTION IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	61	71.8%	71.8%	71.8%
	Neutral	9	10.6%	10.6%	82.4%
	Disagree	30	35.3%	35.3%	117.6%
	Total	100	100%	100%	100%

Table 9 shows the results related to the statement given in table. The frequency of 61(71.8%) teachers agreed and 30(35.3%) disagreed. While 9(10.6%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 10: MISMANAGEMENT OF FINANCIAL RESOURCES ARE CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	79	92.9%	92.9%	92.9%
	Neutral	0	0.0%	0.0%	92.9%
	Disagree	21	24.7%	24.7%	117.6%
	Total	100	100%	100%	100%

Table 10 shows the results related to the statement given in table. The frequency of 79(92.9%) teachers agreed and 21(24.7%) disagreed. While 0(0.0%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**TABLE 11: ATTITUDE OF THE TEACHERS IS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	59	69.4%	69.4%	69.4%
	Neutral	7	8.2%	8.2%	77.6%
	Disagree	34	40.0%	40.0%	117.6%
	Total	100	100%	100%	100%

Table 11 shows the results related to the statement given in table. The frequency of 59(69.4%) teachers agreed and 34(40.0%) disagreed. While 7(8.2%) remained neutral. The total frequency of the participants was 100(100%). In this way most of the participants responded positively to the statement.

**OPEN-ENDED QUESTION**

**TABLE 12: WHICH ARE THE FACTORS CAUSING LOW QUALITY OF EDUCATION IN PUBLIC SCHOOLS RYK**

Extract from the responses	Minor theme	Major theme
<ul style="list-style-type: none"> <li>• Rote learning.</li> <li>• Lack of concept building.</li> <li>• Lack of capturing interest and attention of students.</li> <li>• Lack of questioning.</li> <li>• No discussion of mistakes.</li> <li>• Teaching methodologies.</li> <li>• Personal attacks and judgement.</li> <li>• Lack of confident development.</li> <li>• Corporal punishment.</li> <li>• Burden of studies.</li> <li>• Lack of creative activities.</li> <li>• Lack of oral testing.</li> <li>• Lack of class presentation.</li> <li>• Lack of practical work.</li> <li>• Lack of critical thinking.</li> <li>• Lack of book reading.</li> <li>• Poor writing skill.</li> <li>• No focus on English language.</li> <li>• Profession not passion.</li> <li>• Job security.</li> <li>• Lack of multimedia facility.</li> <li>• Huge size of class.</li> <li>• Ineffective teachers training program.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom study issues</li> <li>Teaching methodologies</li> <li>None academic issues</li> <li>Certain activities</li> <li>Critical thinking</li> <li>Medium of Examination</li> <li>Issues at policy level</li> <li>Issues faced by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Factors causing low quality of education in public schools.</li> </ul>

In the response of open-ended question participants give different statements, abstract from their responses are presented in the above table. Rote learning and lack of concept building leads to the minor theme of classroom study issues. Lack of capturing interest and attention of students, lack of questioning, no discussion of mistakes and teaching methodologies leads to the minor theme of teaching methodologies. Personal attacks and judgement, lack of confident development, corporal punishment, and burden of studies leads to the minor theme of none academic issues. Lack of creative activities, lack of oral testing, lack of class presentation, and lack of practical work leads to the minor theme of certain activities. Lack of critical thinking, lack of book reading and poor writing skill leads to the minor theme of critical thinking. No focus on English language leads to the minor theme of medium of examination. Profession not passion

and job security leads to the minor theme of Issues at policy level. Lack of multimedia facility, huge size of class, and ineffective teachers training program leads to the minor theme of issues faced by teachers. In this way these eight minor themes lead to the major theme factors causing low quality of education in public schools.

### **DISCUSSION OF THE FINDINGS**

Pakistani public sector schools are facing low quality of education because the policy makers always focused on quantity education instead of quality of education. The students studying in the public schools lack the ability of critical thinking. They do not have reasoning skills. There are a number of obstacles in the provision of quality education in these schools. The education is being provided free in the public schools but it is of very low quality. I have analyzed the different elements that lead towards low quality of education. The issues faced by the teachers and students in these publics are also examined in this study. A quality education is the one that focuses on the whole child the social, emotional, mental, physical, and cognitive development of each student. It prepares the students for life and not just for testing. A student who gained quality education can imagine things, make judgments and think on his own. The students of the public schools of Rahim Yar Khan are just good at learning by rote and memorization. They cannot think and write on their own. The teachers are teaching using medieval teaching techniques. The Board of Education remains unable to make policies that ensure quality education in these schools. The pattern of evaluation is obsolete. In the response of ten close ended questions mostly the participants responded in positively as the majority was agreed that the lack of adequate funds, curriculum, low grade evaluation system, ghost schools, lack of motivation in students, teachers training, extra-curricular activities, mismanagement of financial resources, and teachers' attitude are causing low quality of education in public schools Rahim Yaar Khan. From the statements of given in the response of open-ended question twenty-two extract are derived that are leading to the eight minor themes and finally these eight minor themes lead to a major theme which is the answer of research question that was arisen.

### **CONCLUSION**

This study aimed at analyzing the reasons behind the low quality of education in the public sector schools of the Rahim Yar Khan. It has done to inquire about the obstacles in the way of provision of the quality education. This piece of research was also intended to examine the issues faced by the students and the teachers of the public schools. This study would be successful in answering the above-mentioned research questions competently. The results highlight a number of factors that were directly and indirectly responsible for the low quality of education in the public schools of Rahim Yar Khan. The detail of these results is explained that there is a huge number of factors which are responsible for the lack of quality education.

### **RECOMMENDATIONS**

The researchers presented some recommendations on the basis of the results.

- In the public schools of Rahim Yar Khan there are huge classes so the researchers suggest that there is need to decrease the size of the classes.

- Terminal system: students need to prepare whole syllabus for final examination although there is a terminal system. Consequently, there is need to use it like universities system.
- I also suggest external examination system for students, moreover, he recommends analytical and critical pattern for the examinations.
- Furthermore, there is need of open book testing, compulsory discussions, and focus on skills English language.
- I also recommend implementation of corporal ban; graded art and creative subjects; development of seminar rooms in high schools.

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