



Consciousness and Awareness: Quality Drive Initiative (QDI) Program in Punjab, Pakistan

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ABSTRACT

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This study was aimed at to highlight the level of public sector primary school students' performance and their teacher's level of satisfaction for QDI program. In a survey conducted by CM ROAD MAP TEAM, it was observed that only 38% students were capable to recognize the things with words. Students of class one, two and three did not know how to read and write. Even they were unable to write their own names and match the things with words. So, for making this initiative better this decision was taken to improve the standards of education for quality of early childhood education. Agenda of this program was to improve reading, writing, phonological and comprehension skills in Urdu and English and numeracy skills in mathematics. The initiative basic focus was given on three subjects English, Urdu and mathematics. Study aimed at what is the Quality Drive Initiative (QDI) and how they are improving the performance of primary students, to check the effectiveness of the program. To find out the perceptions of teachers on quality drive initiative program a questionnaire set for teachers, AEOs & DTEs. A test was also conducted before starting the QDI program. Results of the tests and response of the respondents show that QDI program meets its 80% target. For rural areas, this program shows better results as compared to urban areas. Interesting suggestions were made based on the findings.

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1. Introduction

Early childhood education is the base of academic as well as professional life. If students of early classes learn the basics of literacy, they prove themselves as the most successful students as well as professionals in their life. It is a general law that quality comes after the quantity. Meanings of quality and quality education are different in different field of life. In different fields of life, quality means differently. Inspected within context, Adams in 1998 said that quality education may deals with:

- Inputs (strength of the educators, educator training programs, course contents and reading materials)
- Procedures (time allocation for the educator learner interaction, level of interaction between educator and learners)
- Outputs (assessment notches, strength of pass out students) and
- Outcomes (attaining the satisfaction level of the job market).

In late 20th century, quality education stands for control amount of resources (persons) for the job market by the academic institutions where academic institutions are measured on the basis of its infrastructure like libraries, laboratories, classrooms, furniture etc. and man power, like teachers, students, administrators, and student teacher ratio. Major focus was on quality intake and exceptional outbreak (SIDA, 2000). Later, quality education shifts to total quality and ongoing quality process which were once the models corporate sector. Continuous professional development is also a domain of total quality. Now, total quality sums up in terms of "fitness for purpose" (Ladley, 2016).

EFA (education for all) is a slogan which first time introduced and used in Justine Conference which held in 1990. This conference aimed at on the provision of basic education to all the children of the world without the discrimination of country and gender. In April 2000, with the entitlement of Dakar Framework was put in practice at the World Education Forum under the umbrella of UNESCO in Senegal. Dakar framework aimed at to provide basic education to all the children at zero cost by 2015. At one end; it is talk about quantity (EFA) and on the second end, no compromise on the quality of education. Students' only assessment criteria, especially in the developing and third world countries are exams which are purely cramming based not conceptual based. Assessment system is internal (within an institution) not external standards focused. There is also a view of quality that those students who don't meet the standards should be dropped from the class or repeat the specific subject/s (Zakar et al., 2020). On it, Welmond (2002) said that drop out ratio of students and repeat of subjects on the name of quality are just misleading factors.

Chief Minister of Pakistan showed his concerns when a report on LND (Literacy Numeracy Drive) was presented to him in a meeting. According to the report 38% Grade III students, can't match the word of Chair with its picture. CM showed his concerns and started a program to enhance the quality of education at pre-school education (Grade I to III) and its response QDI (Quality Drive Initiative) program was started. Minimum standards were set for each level from I to III ("Quality Drivining Schools," 2018). For this program 4000 plus DTEs (District Trainer Educators) and 1000 plus AEOs (Assistant Education Officers) were attached with independent 40,000 primary schools. Each DTEs has to select 2 schools for 2 months and in return in the duration of 8 months all 40,000 primary schools entertained. DTEs has to visit each school twice a week and assign goals to QD. 13,000 elementary and secondary school heads have to see and implement the QD goals in the assigned schools. English and Urdu Languages and Mathematic subjected are focused area for the students. In the selected 3 subjects, the target areas were to create cognizance among students regarding Phonology, recognition of letters and words, Reading comprehension with composition which results out at fluency of language and numbers with operations. DTEs deliver lectures as role model for each subject and teachers with their heads noted them and follow the practices and instructions (Education, 2015). Generally, quality education has two domains. If the overall implementation of quality standards is the first step, examining of their flow is second. Viewing the same point, the following research questions were set for the study;

- What is the level of primary school students' performance in Quality Drive Initiative Program?
- What is the level of teachers' satisfaction regarding the implementation of Quality Drive Initiative Program?

Primary education as the base and foundation of education system. Now the question rises, whether our primary education is based on quality education or not? Keeping in mind, the same concept, this study was designed which aimed at to highlight the level of public sector primary school students' performance and their teacher's level of satisfaction for QDI program.

2. Quality Education in Pakistan

Dakar framework 2000, emphasized on quality as well as on quantity. In the continuation of the framework, framework has 6 goals and UNESCO developed EDI (Education for all development index) to check the progress of each country regarding EFA.

Six set goals are:

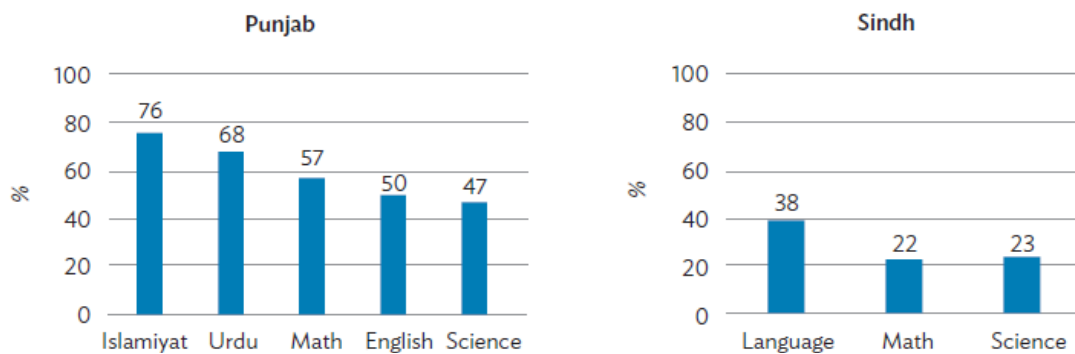
- Development of ECE&C (Early childhood Education and Care)
- Free and compulsory education for all (Primary Level)
- Among youth development of life skills
- Expansion of adult literacy rate at least 50%
- Meet gender equity till 2025
- Observable development in education quality

Fincham and Smith (2008) write in their technical report for EFA which are based on GMR that six factors affect a lot on the teaching learning process while quality check should be the key element. Those six indicators are:

- Balanced and focus aim meeting the national, religious, social and cultural objectives set by the national educational policy makers
- Selection of course material and subject stability
- Productive usage of teaching learning time
- Professional development programs and pedagogical approaches
- Medium of instruction
- Assessment and evaluation

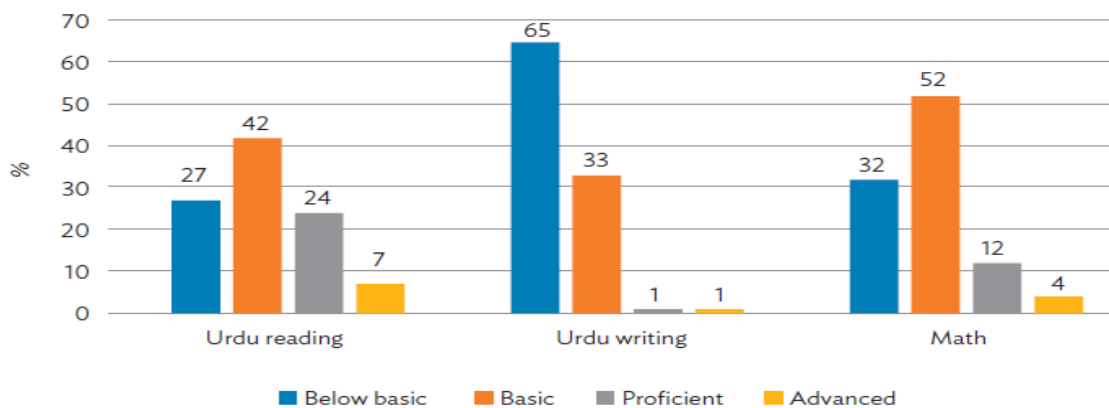
Pakistan where working on EFA, at the same time; working on quality education is not missing element. Keeping in mind the GMR standard goals, primary education goals are set and policy makers have provided the policies to achieve it. According to report by Asian Development Bank on Pakistani School Education, grade 5 test score in Punjab and Sindh are shown in the figure 1 which shows the mean achievement score for grade 5 (Bank, 2019).

Figure 1



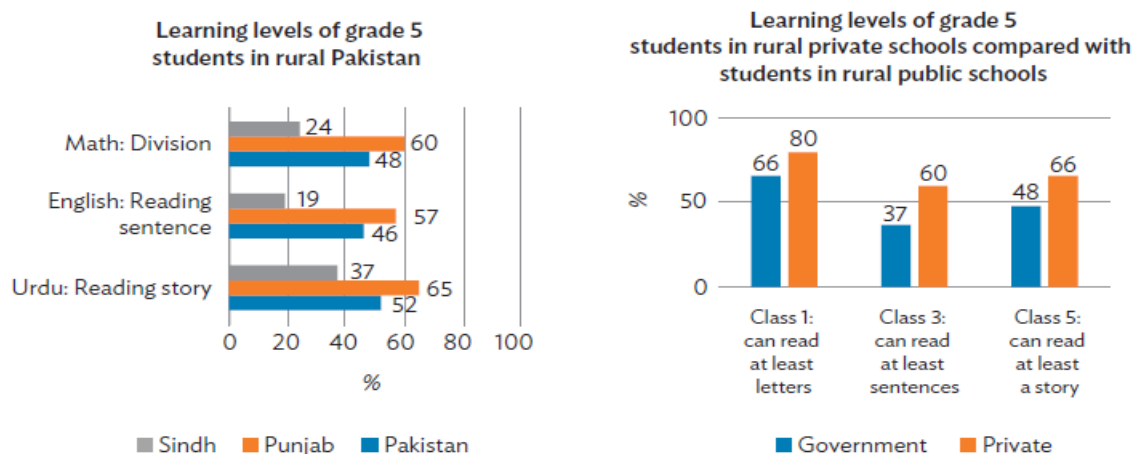
At the same time, the figure 2 shows the percentage of students achieving different levels of proficiency in 2021 according to National Assessment Report, 2021.

Figure 2



In the same context, the figure 3 shows the learning levels in schools which indicates the proficiency level of grade 1 to 3 grade students in mathematics, English and Urdu.

Figure 3



Source: Annual Status of Education Report (ASER), 2021

Pakistan, being a developing country after reaching its figural level, now working on the quality of education. In 2001, for higher or territory education, Higher Education Commission was established to promote higher education in the country as well as to make a check on the education quality. In the same context, for get-up-and-go preeminence initiative visualizations started in 2012 which has single aim to rescue and maintain minimum level of quality education at the basic education level in Pakistan.

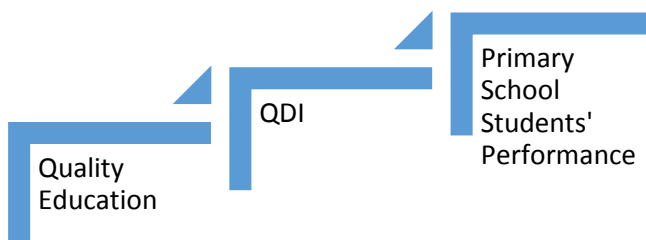
3. Research Design

To achieve the aim of the study, mixed method research approach was adopted. Population of the current study was of total number of personals working in the same area i.e. all the primary school teachers (PSTs), District Trainer Educators (DTEs), & Assistant Education Officers (AEOs) of Multan, a Division of Punjab province, Pakistan. The sample of this study consists of 100 teachers which were selected by adopting simple random sample technique. Teachers were accessed in QDI training and same teachers’ schools were accessed to get their students’ test (Pre, Mid and Post). Two kind of research tools were applied in the study. First is of questionnaire for teachers which shows or highlights the primary school teachers’ perceptions and practices for the QDI program. Questionnaire has 30 statements and each statement is based on 5 point Likert Scale. The second tool is a test. Three different tests were taken, one in the start which is known as pre-test, second in the mid and third is at the end which is known as post-test. Simple percentage was determined to measure the change (gap) in the results of the tests. As well as percentage was applied to check the intensity of the target samples’ responses.

3.1 Conceptual Framework of the Study

Quality drive initiative program is basically focusing on the quality performance of the primary school students. Keeping in mind the same ting the following diagram shows the conceptual framework of the current study. Figure4 shows that the performance of students is affected by QDI.

Figure 4



4. Results and Discussion

A questionnaire contains 30 statements based on 5 point Likert Scale was given to the target sample. Simple percentage was determined of collected questionnaires' each statement.

Table 1: Teachers' perceptions and practices regarding QDI program

S#	Themes	SA+A	UD	SDA+DA
1	Teachers' satisfaction with QDI program	78%	20%	02%
2	Students' interest	85%	11%	04%
3	QDI program achieving its goals	86%	09%	05%
4	Students' readiness for the QDI program	78%	15%	07%
5	Development of numeracy skill	72%	24%	04%
6	Role of DTEs	66%	23%	11%
7	Role of AEOs	74%	17%	09%
8	Development of overall English language	80%	15%	05%
9	Development of speaking skill	73%	17%	10%
10	Development of writing skill	69%	19%	12%
11	Development of listening skill	57%	08%	35%
12	Development of reading skill	87%	11%	02%
13	Development of Urdu language	89%	07%	04%
14	Development of writing skill	93%	04%	03%
15	Development of reading skill	89%	06%	05%
16	Development of listening skill	78%	07%	15%
17	Development of speaking skill	83%	12%	05%
18	Positive change in students' behavior	91%	06%	03%
19	Preparing good students	96%	03%	01%
20	Course content and level of students	79%	04%	17%
21	Public sector school and QDI program	66%	14%	20%
22	Decrease the ratio of drop out students	69%	23%	08%
23	Improvement in results	88%	10%	02%
24	QDI program overburden the teachers	85%	08%	07%
25	QDI program is activity based	94%	02%	04%
26	Teachers' seek help to achieve QDIPs goals from DTEs	81%	11%	08%
27	QDI program is based on creative learning	79%	14%	07%
28	QDI program has changed the pedagogy of ECE	95%	04%	01%
29	Assessment criteria is transparent	88%	10%	02%
30	QDI program change the physical appearance of students	89%	07%	04%

Table 1 shows that teachers are satisfied with the QDI program. Students' interest increased manifold in the QDI program which ultimately change their behavior in a positive way as a result good students are produced. Different skills like (Numeracy and language skills i.e. Urdu & English) are also developed. But it is also observable that reading skill development is at peak, after it writing, speaking and listening. Course content is also according to IQ level of the students. One more important domain is of decrease in the drop out ratio of the students. There are many reasons to it but the main one is that QDI program is activity based not cramming based as well as creative learning based. All this is overburdened the teachers, according to them. DTEs also conducted tests (pre, mid and post) to check the change in the scores of the students. Table 2 shows the results and last column indicates the change between pre and mid tests as well as between mid and post-tests.

Table 2: QDI test scores of tests

S#	EMIS Code	Pre-Test	Mid Test	Post-Test	Change
1	36110124	23%	41%	79%	18 to 38%
2	36110133	25%	58%	83%	33 to 25%
3	36110135	23%	55%	73%	32 to 18%
4	36110142	40%	68%	78%	28 to 09%
5	36110147	10%	30%	84%	20 to 54%
6	36110151	30%	57%	87%	27 to 30%
7	36110202	11%	50%	70%	39 to 20%
8	36110209	21%	56%	81%	35 to 25%
9	36110222	22%	57%	65%	35 to 08%
10	36110226	16%	51%	67%	35 to 16%

11	36110229	25%	58%	65%	33 to 07%
12	36110237	33%	61%	70%	28 to 09%
13	36110242	34%	53%	68%	19 to 15%
14	36110247	30%	68%	94%	38 to 26%
15	36110257	38%	59%	73%	21 to 15%
16	36110262	39%	53%	62%	14 to 09%
17	36110268	49%	55%	65%	06 to 10%
18	36110275	46%	60%	72%	14 to 12%
19	36110278	35%	54%	72%	19 to 17%
20	36110282	15%	18%	62%	03 to 44%
21	36110284	11%	14%	57%	03 to 43%
22	36110288	13%	47%	70%	34 to 23%
23	36110293	11%	50%	71%	39 to 21%
24	36110298	15%	62%	76%	47 to 14%
25	36110305	13%	65%	92%	52 to 26%
26	36110309	16%	79%	85%	63 to 05%
27	36110323	18%	57%	93%	39 to 36%
28	36110332	30%	45%	82%	15 to 37%
29	36110336	37%	60%	84%	23 to 24%
30	36110342	16%	28%	75%	12 to 46%
31	36110348	24%	47%	76%	23 to 29%
32	36110351	27%	52%	65%	25 to 13%
33	36110357	29%	59%	65%	30 to 06%
34	36110359	22%	52%	82%	30 to 30%
35	36110374	23%	56%	89%	33 to 33%
36	36110378	22%	52%	84%	30 to 32%
37	36110389	26%	40%	79%	14 to 39%
38	36110397	33%	51%	54%	18 to 02%
39	36110406	22%	48%	51%	26 to 04%
40	36110443	21%	34%	52%	13 to 18%
41	36110494	35%	66%	72%	31 to 06%
42	36110566	35%	76%	97%	41 to 21%
43	36110613	36%	41%	76%	05 to 35%
44	36110669	39%	42%	74%	03 to 32%
45	36110678	32%	38%	75%	06 to 37%
46	36110752	26%	40%	79%	14 to 39%
47	36110774	37%	57%	90%	20 to 33%
48	36110789	34%	40%	76%	16 to 36%
49	36110783	24%	60%	83%	36 to 23%
50	36110794	27%	54%	91%	27 to 37%

In short, our study concludes that QDI is successfully implemented. Students have significant improvement in English, Urdu, Math and social skills. Behavioral changes have been observed. Communication skills of the students have been improved. Teachers and DTEs are satisfied with QDIP.

5. Conclusion

The study based on a questionnaire from teachers and results of the study indicated that primary school teachers are satisfied with the Quality Drive Initiative program although its original shape has now changed and now QDI program is in its most developed form implemented at public school sector. Teachers' motivation level where increased, also the motivation level of students' and students' interest level also enhanced manifold in the QDI program which ultimately change their behavior in a positive way. Different skills like (Numeracy and language (Urdu & English) skills are also developed among students in better way. But it is also observable that reading skill development is at peak, after that writing, speaking and listening.

Course content is also according to IQ level of the students. One more important domain is of decrease in the drop out ratio of the students. There are many reasons to it but the main one is that QDI program ID activity based not cramming based as well as creative

learning based. Though, all this is overburdened the teachers, according to them. Yet teachers are enjoying with this new program of School Education Department. In short, our study concludes that QDI is successfully implemented. Students have significant improvement in English, Urdu, Mathematics, and social skills. Behavioral changes have been observed. Communication skills of the students have been improved. Teachers and DTEs are satisfied with QDIP.

Quality comes after quantity. At one step if the nation of Pakistan is struggling to achieve the target of 100% Literacy rate, on the other hand, those regions where the literacy rate is above 80%, the school education department has shifted their attention towards quality education too. The Quality Drive Initiative Program is based on the same policy. The practical implementation of the current study was to observe and check the consciousness and awareness of the QDI program implementation in its true spirit.

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