

## **COMPARATIVE STUDY OF THE MODES OF ACCOUNTABILITY PRACTICES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN MULTAN- PAKISTAN**

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**ABSTRACT-** *The objective of this paper was to find out different modes of accountability in public and private secondary schools in Multan District. The focus of the study was that whether the public and private schools located in the rural areas are well aware of their responsibilities regarding the promotion of literacy and education in their respective areas. For this purpose, we developed different questionnaires on the basis of 5-point Likert Scale and used convenient sampling techniques for collection of data. We used chi-square test to draw the results. We have found that accountability has great impact on the performance of public and private schools. This study may be beneficial for educationist, researchers and policy makers as it is very helpful for mentors of both sectors in improving teaching method, promoting moral values and literacy rate.*

**Key words:** *Modes of Accountability, public and private schools, Literacy rates.,*

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## **1. INTRODUCTION**

### **1.1. What is accountability:**

Accountability refers to “liability” it cares moral attitude and concern with the responsibility of specimen and with organization their action to deal with other people and companies. Basically this idea is used in formal setting that noted the arrangements for regime and controlling as like in public service and private institution. It also includes in the check and balance on various segments like; education, moral values and techniques.

### **1.2 Role of accountability in education:**

Accountability in the education is based on the performance of the student. It deals with the better achievement of the student, if student how good performance than it proves that student learning environment is very good. If the learning outcomes of the learner is not well it will the question the accountability of the teaching method and students’ ability.

### **1.3. Role of education in society:**

Education plays an important role in every society. Education is an investment. People to suppose if we spend a lot of money on education then education make us entrepreneur. While progressive countries should allocate funds according to their resources to provide education. Government of Pakistan allocated 2.2% of GDP on education in financial year 2014. Literacy rate in Pakistan 1978-2010 increased from 21% to 57%. The budget allocation for education sector was increased to more than 4% of GDP during 1988-2010.

### **1.4 Role of accountability in Pakistan:**

As Pakistan’s ranking is very low in developing countries, therefore, accountability is very necessary mechanism for the development of country so that all big and small organizations can be checked properly and by adequate manners. Accountability mechanism existed in Pakistan since its inception, but it was not implemented in spirit and letter. Absence of the accountability out in small and large

organizations caused their deterioration and weakened governance. It is very true that the teacher does not pay their attention to their students and they do not work properly due to low salary or low wages. According to South Asia survey, 1998 approximately 68 percent schools have no toilet, 50 percent no healthy and fresh water and even no play ground in Pakistani schools.

### **1.5 Objectives of study:**

The objectives of our study are outlined below: -

1. To study different modes of accountability
2. To study educational modes of accountability
3. To study moral modes of accountability
4. To study professional modes of accountability
5. To measure the impact of accountability on academic performance of students.
6. To analyze the impact of accountability on teachers' productivity.

## **2. LITERATURE REVIEW**

We have conducted literature review on the basis of our research objectives. The brief sketch of our literature reviews are stated as under: -

Zia (2015) examined that education plays a vital part in the progress of country. The author argues that private schools are busy in increasing the level of education and trying to reduce illiteracy. Many students prefer private schools because they are providing good environment for the students rather than public schools where books and uniform are at the free rate but environment is not compatible to students' sound learning. By this way result suggests that private schools are being preferred rather than public schools.

Akhtar (2013) said that private teacher appearance more than public school teachers. Result suggests that teacher attendance of public school is less than private school teachers. It is observed public teacher have job security but private teachers have no security of job so that they are more careful about their presence in the schools.

Wenglinsky (2001) stated that public and private students' performance is based on professional teachers because professional teacher is an active teacher rather than passive or unprofessional teacher. That's why active teacher sort out the problems of every student efficiently. But inefficient teachers do not observe these factors by this way. The result suggests that professional teachers are more efficient rather than inefficient teachers.

Madeeha (2000) examined the role of heads and management system of both private and public schools. She distinguished the private schools and public schools. She argued that Government schools' heads play his role very well and also make academic activities while on the other hand private schools show their interest in extra-curricular activities.

Goyal and Panday (2008) studied the difference between public and private education sector. The authors argue that private schools are two types recognized and unrecognized. They disclosed that in two states of India private schools perform better than public schools. Literacy rate are being increasing through unrecognized school in rural areas. They concluded that private school teachers are more efficient as compared public schools' teachers.

Veuglers (2008) stated that moral values are playing an important role in our education system. It shows teachers behavior. Students learn how values are beneficial. If we include moral values in curriculum it brings positive impact on character of students. Some values are invisible which show teacher behavior during instruction. It concluded that moral values enhance interaction between teachers and students. We can say that it helps the students to adopt positive behavior to become a good citizen. It is the duty of teacher how can they include values in instruction.

### **2.1 Distinction of this study: -**

The distinction of this study is that it has compared the modes of accountability practices applied in public and private secondary schools. It has examined learning and teaching methods differences between public and private secondary schools. We

applied quantitative measures and presented data in tabular form. This study is restricted to rural areas of Multan District. This makes our study distinct from the above quoted studies

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research was designed to conduct "A comparative study of modes of accountability practices applied in public and private secondary schools in Multan." The researcher selected those students who were available at the time of research in the sampling schools. The population of the study were all public and private schools located in the rural areas of Multan District. We selected 40 schools, 20 each public and private schools as a sample of the study. The convenient sampling technique was followed in the selection of sample. The data was collected through a structured questionnaire containing four parts. First part contains 6 questions, second 7 questions, third 5 question and last part contains 12 questions. Total number of questions was 30. The detail of question is shown in Table 1.

**Table 1: Structure of Questionnaire**

<b>Nature of questions</b>	<b>Number of questions</b>
Educational profile	6
Moral profile	7
Market profile	5
Professional profile	12
Total question	30

#### **3. 2 Pre-testing**

To make ensure and for validity we used pre-testing method and got filled 12 questionnaires by respondents properly.

### **3.3 Coding**

The coding was made as per statistical technique to ensure deferent opinions/responses of the public and private schools have been entered in data sheet.

### **3.4 Data entry and data analysis**

After coding, the data have been arranged and make in planned form, so that it can be easily entered in the computer and results were analyzed by the help of computer and can be interpreted easily. The process of data entry and analysis is done by the method of "SPSS software".

### **3.5 Operational definition of selected variables**

#### **3.5.1 Accountability**

Accountability is the liability that goes with the specialist to do something. The responsibility it to use authority in justifiable and convincingly. Accountability is used for check and balance (how something was done) or outcomes (what results were accomplished) (oxford dictionary). Accountability is used for academic n achievement in any public and private school's teacher and owner are responsible and answerable in the regard to student education and school management.

#### **3.5.2 Market accountability:**

Market accountability the choice of providers within a (regulated) market to obtain best services and induce quality improvement among providers. Values promoted, consumer rights, responsiveness to client preferences/ needs competition among providers. We used this term to know market accountability is the best practice of teacher and student. In market accountability, public service has most popular because have more demand in market. Public sector constructs costly building for students but due to political reasons the they cannot improve their performance. In contrast, private schools provide better quality of education.

#### **3.5.3 Moral accountability:**

Moral accountability is to improve both the internal standard of individual and group conduct as well as external factors, such as sustainable economic and ecologic

development. The researchers use this term to know moral values in public and private schools. Public school's environment is poor as compared to the private schools. Teachers in public schools show rude behaviour that's why student become aggressive. However, due to too much friendly behaviour of private schools' teachers, students become disobedient.

### **3.5.4 Professional accountability**

Professional accountability is measured by professional peers, using the standard of accepted practice within the profession. Professional autonomy to provide services to the best client needs. Difficulty and costly to establish the elements for developing and maintaining a professional culture. The researchers use this term to know the performance of teacher. Public school's teacher is trained but they do not perform better vis-à-vis private schools' teachers.

### **3.5.5 Educational accountability**

Educational accountability in which the system is held responsible for the result of learners. If the results are poor, it means there is no or weak accountability of the teachers.

## **4. DATA ANALYSIS**

We used SPSS (statistical program for social science) software for analysis.

### **4.1 Analysis of public and private schools**

**Statement# 1:** Private schools provide better quality of education rather than public schools. The answer of the respondents is shown in Table 2

**Table 2: Quality of education in public sector schools**

Private schools provide better quality of education rather than public schools.							Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Public	Count	2	8	1	5	4	20
	% of Total	5.0%	20.0%	2.5%	12.5%	10.0%	50.0%
Private	Count	0	0	2	5	13	20
	% of Total	.0%	.0%	5.0%	12.5%	32.5%	50.0%
Total	Count	2	8	3	10	17	40
	% of Total	5.0%	20.0%	7.5%	25.0%	42.5%	100.0%

The data of 20 public school survey show that 20.0% were disagreed and 12.5% were agreed that private schools provide better quality of education. The data of 20 private school survey show that 32.5% were strongly agreed and 12.5% were agreed that private schools provide better quality of education.

**Table 3: Chi-Square Tests**

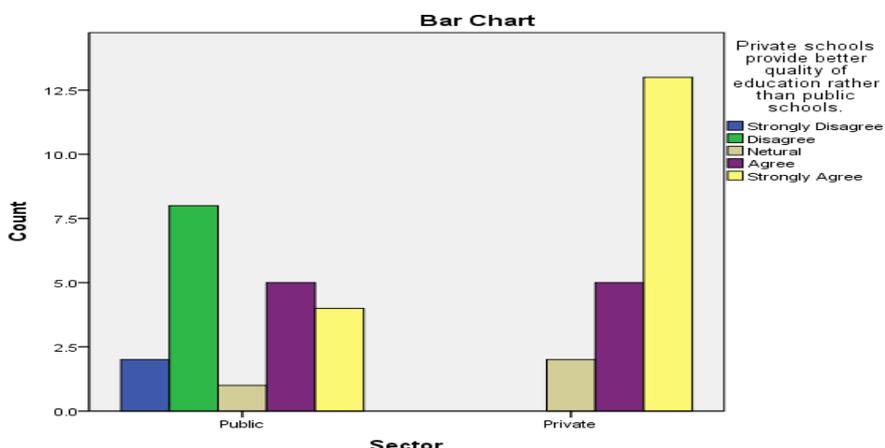
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.098 <sup>a</sup>	4	.005
Likelihood Ratio	19.220	4	.001
Linear-by-Linear Association	12.829	1	.000
N of Valid Cases	40		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.00.

The above table shows the results of chi-square test to check that there is association between private schools provide better quality of education. The chi-

square value is 15.098 the p value for this test is .005 which indicates that there is some relationship between private schools and quality of education.

**Figure .1 Quality of Education**



The Figure 1 shows that private schools were 32.5% strongly agreed and public schools were 20.0% disagreed that private schools provide better quality of education.

**Statement # 2** Testing system of public school improves the performance of learners.

**4 Testing system of public school**

Testing system of public school improves the performance of learner comparatively.						Total
		Disagree	Neutral	Agree	Strongly Agree	
Sector Public	Count	0	0	8	12	20
	% of Total	.0%	.0%	20.0%	30.0%	50.0%
Private	Count	2	5	12	1	20
	% of Total	5.0%	12.5%	30.0%	2.5%	50.0%
Total	Count	2	5	20	13	40
	% of Total	5.0%	12.5%	50.0%	32.5%	100.0%

The data of 20 public school survey show that 30.0% respondents were strongly agreed and 20.0% were agreed that testing system of public school improve the performance of learner. The data of 20 private school survey show that 30.0% were agreed and 12.5% were neutral that testing system of private school improve the performance of learner comparatively.

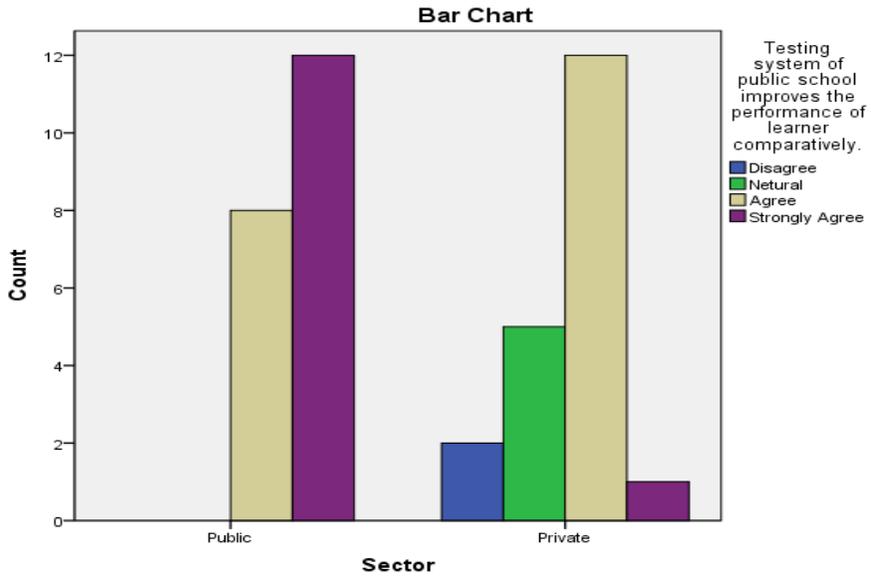
**Table 5: Chi-Square Tests**

	Value	df	Asymp.Sig.(2-sided)
Pearson Chi-Square	17.108 <sup>a</sup>	3	.001
Likelihood Ratio	21.480	3	.000
Linear-by-Linear Association	15.234	1	.000
N of Valid Cases	40		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.

The table 5 shows the results of chi-square test to check that there is association between testing system of public school that improves the performance of learners. The chi-square value is 17.108 the P value for this test is .001 which indicates that there is some association between testing system of schools and performance of learner.

Figure 2: Comparison of System of Education



The Figure 2 shows that testing system improve the performance of the students.

**Statement # 3:** Students of private school are more refined morally than public school students. The answers of the respondents are given in Table 5.

**Table 5: Private school students are more polished**

Students of private school are more polished than public school students morally.						Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Public Count	1	10	1	4	4	20
% of Total	2.5%	25.0%	2.5%	10.0%	10.0%	50.0%
Private Count	0	2	2	9	7	20
% of Total	.0%	5.0%	5.0%	22.5%	17.5%	50.0%
Total Count	1	12	3	13	11	40
% of Total	2.5%	30.0%	7.5%	32.5%	27.5%	100.0%

The data of 20 public school survey show that 25.0% respondents were disagreed and 10.0% were agreed that student of private school are more refined morally than public school students. The data of 20 private school survey show that 22.5% were agreed and 17.5% were strongly agreed that student of private school are more polished refined than public school students.

**Table 6 Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.408 <sup>a</sup>	4	.052
Likelihood Ratio	10.350	4	.035
Linear-by-Linear Association	6.938	1	.008
N of Valid Cases	40		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .50.

Table 6 shows the results of chi-square test to check that there is some association between students of private school are more polished than public school

students morally. The value of chi-square is 9.408 the P value for this test is .052 which indicates proves that private schools’ students are morally more refined than the students of public schools.

**Figure 3: Nature of Students**

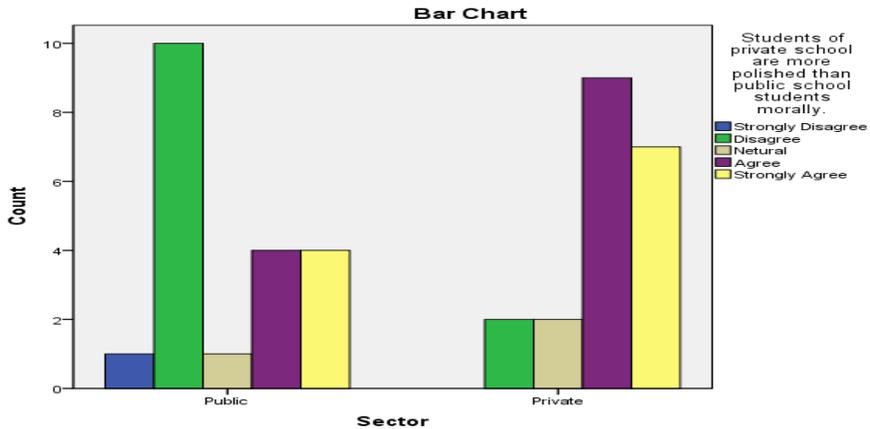


Figure 3 shows that 22% respondents of private schools were agreed and 25% of public schools were disagreed that students of private school are more refined than public school students.

**Statement # 4:** Family background of public school students affects their moral behaviour negatively.

**Table 7: Family background of public school students**

Family background of public school students affects their moral behaviour negatively.							Total	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Sector	Public	Count	8	5	0	6	1	20
		% of Total	20.0%	12.5%	.0%	15.0%	2.5%	50.0%
	Private	Count	1	2	2	8	7	20
		% of Total	2.5%	5.0%	5.0%	20.0%	17.5%	50.0%
Total		Count	9	7	2	14	8	40
		% of Total	22.5%	17.5%	5.0%	35.0%	20.0%	100.0%

The data of 20 public school survey show that 20.0% were strongly disagreed and 15.0% were agreed that family background of public school students affects their moral behavior negatively. The data of 20 private school survey show that 20.0% were agreed and 17.5% were strongly agreed that family background of public school students affects their moral behavior negatively. In means that the students behave in the same way as their family behave.

**Table 8: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.516 <sup>a</sup>	4	.009
Likelihood Ratio	15.647	4	.004
Linear-by-Linear Association	10.602	1	.001
N of Valid Cases	40		

a. 8 cells (80.0%) have expected count less than 5. The minimum expected count is 1.00.

Table 8 shows the results of chi-square test to check that whether there is any association between family background of public school students and their moral behaviour. The value chi-square is 13.516 the P-value for this test is .009 which indicates that there is association between family background of public school students and their moral behaviour.

**Figure 4 Family background of students**

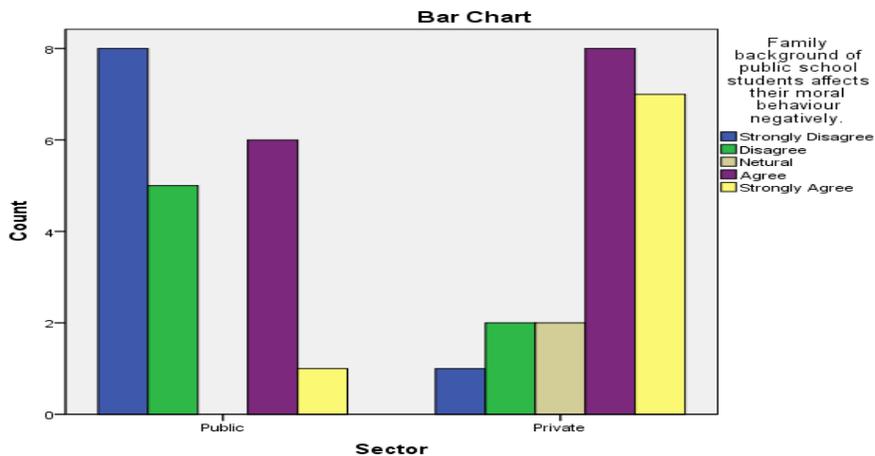


Figure 4 shows that 20 % of respondents of private schools were agreed and 20 % respondents of public schools were strongly disagreed that family background of public school students affects their moral behaviour negatively.

**Statement # 5:** Use of I.T communication material in private schools has boosted up their market value.

**Table 9:** Private schools introduce I.T communication for market value

Use of I.T communication material in private schools has boosted up their market value.							Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Sector Public	Count	1	8	1	9	1	20
	% of Total	2.5%	20.0%	2.5%	22.5%	2.5%	50.0%
Private	Count	0	3	0	8	9	20
	% of Total	.0%	7.5%	.0%	20.0%	22.5%	50.0%
Total	Count	1	11	1	17	10	40
	% of Total	2.5%	27.5%	2.5%	42.5%	25.0%	100.0%

The data of 20 public school survey show that 22.5% respondents were agreed and 20.0% were disagreed that use of I.T communication material in private schools has boosted up their market value. The data of 20 private schools show that use of I.T communication material in private schools has boosted up their market value.

**Table 10: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.732 <sup>a</sup>	4	.030
Likelihood Ratio	12.551	4	.014
Linear-by-Linear Association	8.193	1	.004
N of Valid Cases	40		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .50.

Table 10 shows the results of chi-square test to check that whether there is any association between use of IT communication material in private schools has boosted up their market value. The value chi-square is 10.732 the P-value for this test is .030 which indicates that there is some association between use of IT communication material in private schools and increase in market value of students.

**Figure 5: Use of Information Technology**

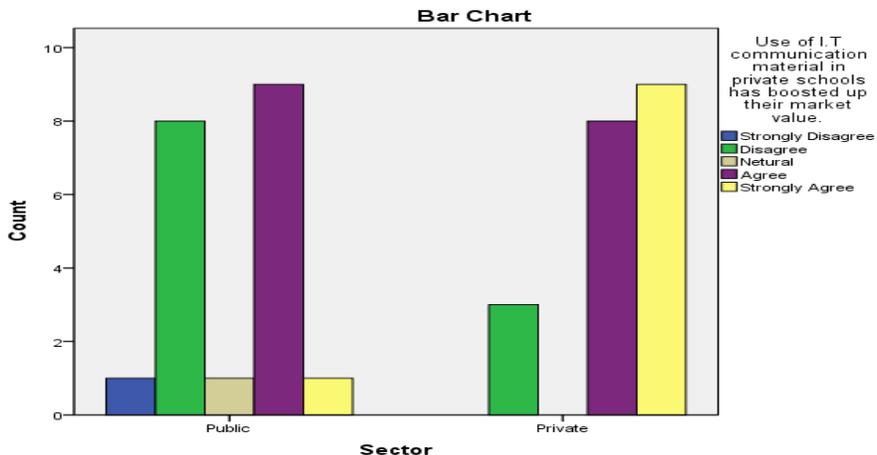


Figure 5 shows that 22.5% respondents of private schools were strongly agreed and 22.5 % of public schools were agreed that use of I.T communication material in private schools has enhanced market value of students.

**Statement # 6:** The poor students cannot take admission to private schools because of their heavy dues.

**Table 11: Heavy dues in private schools**

The poor students cannot take admission to private schools because of their heavy dues.						Total
		Disagree	Neutral	Agree	Strongly Agree	
Sector Public	Count	2	0	11	7	20
	% of Total	5.0%	.0%	27.5%	17.5%	50.0%
Private	Count	3	1	10	6	20
	% of Total	7.5%	2.5%	25.0%	15.0%	50.0%
Total	Count	5	1	21	13	40
	% of Total	12.5%	2.5%	52.5%	32.5%	100.0%

The data of 20 public school survey show that 27.5% respondents were agreed and 17.5% were strongly agreed that the poor students cannot take admission in private schools because of their heavy tuition fees and other dues. The data of 20 private school survey show that 25.0% respondents were agreed and 15.0% were strongly agreed that the poor students cannot take admission in private schools because of their heavy dues.

**Table 12: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.325 <sup>a</sup>	3	.723
Likelihood Ratio	1.712	3	.634
Linear-by-Linear Association	.460	1	.498
N of Valid Cases	40		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

Table 12 shows the results of chi-square test to check whether it is fact that poor students cannot take admission in private schools because of their heavy dues. The value chi-square is 1.325 the P-value for this test is .732 which indicates that is not true that poor students cannot take admission in private schools due to heavy dues.

**Figure 6 Poor students cannot get admission in private school**

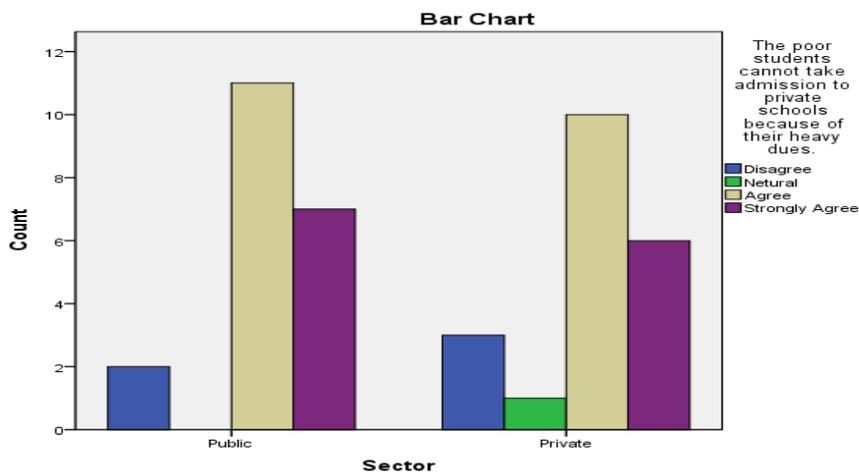


Figure 6 reveals that 25% respondents of private schools were agreed that the poor students cannot take admission to private schools because of their heavy dues.

**Statement # 7:** Even well qualified and well trained teachers of public schools are unable to raise the standard of education.

**Table 13: Public schools are unable to raise up the standard of education**

Even well qualified and well trained teachers of public schools are unable to raise up the standard of education.						Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Public Count	5	11	1	3	0	20
% of Total	12.5%	27.5%	2.5%	7.5%	.0%	50.0%
Private Count	0	6	1	8	5	20
% of Total	.0%	15.0%	2.5%	20.0%	12.5%	50.0%
Total Count	5	17	2	11	5	40
% of Total	12.5%	42.5%	5.0%	27.5%	12.5%	100.0%

The data of 20 public schools survey show that 27.5% respondents were disagreed and 12.5% were strongly disagreed that even well qualified and well trained teachers of public schools are unable to raise up the standard of education. The data of 20 private schools survey show that 20.0% were agreed and 15.0% were disagreed that even well qualified and well trained teachers of public schools are unable to raise up the standard of education because they do not take due interest in their profession and assignments.

**Table 14: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.743 <sup>a</sup>	4	.008
Likelihood Ratio	17.714	4	.001
Linear-by-Linear Association	13.077	1	.000
N of Valid Cases	40		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.00.

Table 14 shows the results of chi-square test to check whether it is fact that even well-qualified and well-trained teachers of public schools are unable to raise the standard of education. The value chi-square is 13.743 the p-value for this test is .008 which indicates that it is fact that even well-qualified and well-trained teachers of public schools could not enhance the standard of education due to lack of interest in their jobs.

**Figure 7: Comparison of teachers of private and public schools**

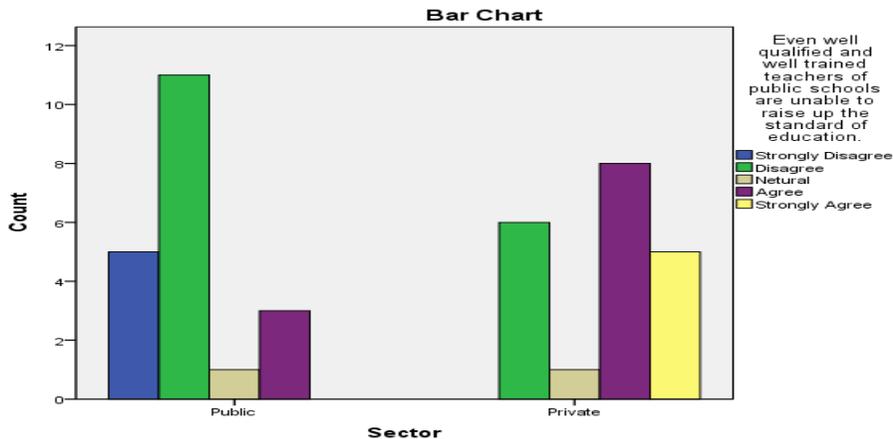


Figure 7 shows that 20% of private schools respondents were agreed and 27.5% of public schools were disagreed that even well qualified and well trained teachers of

public schools are unable to raise up the standard of education for not having interest in their job.

**Statement # 8:** Private school teacher seems to be more responsible than public school teacher.

**Table 15: Private school teacher seems to be more responsible**

Private school teacher seems to be more responsible than public school teacher.							Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Sec Public tor	Count	1	9	1	8	1	20
	% of Total	2.5%	22.5%	2.5%	20.0%	2.5%	50.0%
Private	Count	2	2	1	7	8	20
	% of Total	5.0%	5.0%	2.5%	17.5%	20.0%	50.0%
Total	Count	3	11	2	15	9	40
	% of Total	7.5%	27.5%	5.0%	37.5%	22.5%	100.0%

The data of 20 public school survey show that 22.5% respondents were disagreed and 20.0% were agreed that private school teachers are more responsible than public school teachers. The data of 20 private school survey show that 20.0% respondents were strongly agreed and 17.5% were agreed that private school teacher are more responsible than public school teacher. It is because of their strict accountability of their job and results.

**Table 16: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.299 <sup>a</sup>	4	.036
Likelihood Ratio	11.422	4	.022
Linear-by-Linear Association	4.673	1	.031
N of Valid Cases	40		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.00.

Table 16 shows the results of chi-square test to check that whether private schools’ teachers are more responsible than teachers of public schools. The value of chi-square is 10.299 the p-value for this test is .036 which indicates that private school teachers are more responsible than public school teacher due to their strict accountability.

Figure 8: Comparison of sense of responsibility among teachers.

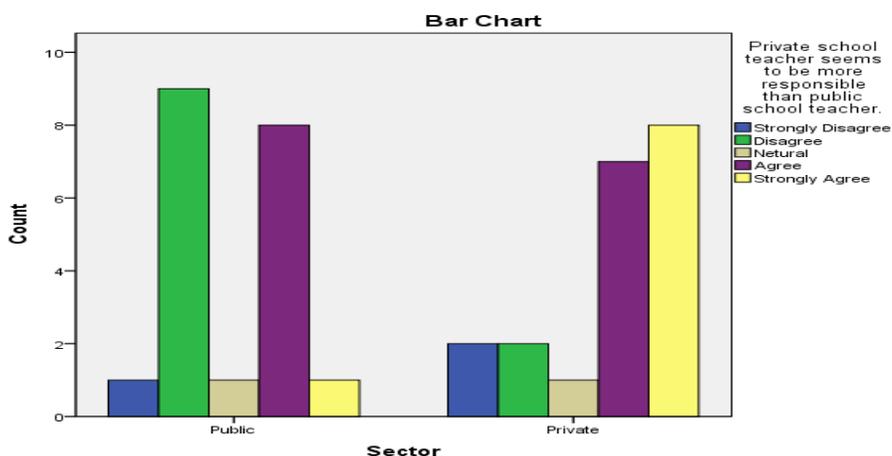


Figure 8 shows that private schools 20.0% respondent were strongly agreed and public schools 22.5% were disagreed that private school teachers are more responsible than public school teachers.

## **5. CONCLUSIONS**

Accountability is basic requirement to improve system or to make system workable or functional. Accountability should be regulated with legal requirements and indicator of professional performance; dimensions of accountability may be very in numbers. We used questionnaire for data collection and takes sample of 40 private and public schools heads to measure the level of school accountability. On the basis of our results we can conclude that private school system is more efficient that public school system. Similarly, the teachers of private school system are more efficient and responsible than teachers of public schools. We also conclude that public school teachers could not raise standard and quality of teaching despite fact they are highly educated and well-trained. But they do not take due interest in their job and discharge their obligations properly due to lack of accountability and fear of job loss.

## **6.RECOMMENDATIONS:**

We would like to make the following recommendations: -

1. There should be accurate use of check and balance for better performance of public and private sector educational institutions.
2. Teacher should be qualified and trained in public and private sector and they must be accountable for their work and performance.
3. Accountability process must be made strict in Public sector schools in order to generate discipline in teachers, learners and heads of schools.
4. Public and private sector should arrange extra periods for ethics in order to build characters of students and promote moral values.

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## CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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This research work was carried between collaboration of two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.

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