

**IMPLEMENTATION OF STEP-BY-STEP QUALITY CRITERIA
FOR STUDENT ACHIEVEMENT FROM NURSERY TO 8TH
CLASS ENSURES HIGHER QUALITY OF EDUCATION AT THE
LEVELS OF SECONDARY AND HIGHER EDUCATION**

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Introduction

- The quality of education system ensures the quality of education.
- UNICEF (2000) describes the quality criteria for the following important aspects of education system:
 - Learners
 - Environments
 - Content and Curricula
 - Educational Processes
 - Educational Outcomes

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- Another important point is that achievement of a student is the prior achievement for the next stage or the level of education
- Prior achievement is a very important input for the next class or the next stage of education.

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- The quality of education depends upon the effective use of school resource inputs (SRIs).
- The effective use of SRIs depends upon the students' ability to use them.
- Students' ability to use the SRIs depends upon PA or the prior ability of students.
- A student with a better PA or the prior ability is more active in learning process and achieve higher level of achievement.

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- To achieve the higher quality of education in secondary and higher education, the quality of education at elementary level should be ensured.
- Therefore, it is the dire need to investigate the need and role of implementing the step-by-step quality criteria from nursery to 8th class and how prior achievement or the prior ability of students is important?

Objectives of the study

- To identify the academic achievement at elementary level, secondary and intermediate stages, and degree (B.A./ B.Sc) level of education
- To find out the differential impact of academic achievement of students at elementary level on the academic achievement at secondary & intermediate stages, and degree level of education

Delimitations of the Study

- Public Institutions
- Aggregate marks of the Classes VI, VII & VIII (The Middle Standard Examination) were used as prior achievement.
- The aggregate marks of The Annual SSC Examination 2006, Annual Intermediate Examination 2008 and The Annual Examination B.A./ B.Sc. 2010 were used as academic achievement of students.

Methodology

- The study used the value-added approach and the longitudinal data of student achievement of the same students.
- The data were collected personally through the result sheet and the follow up survey in schools and colleges.
- The collected data were summarized and Stepwise Regression Analysis was used to analyze and find out the differential impact of prior achievement on academic achievement

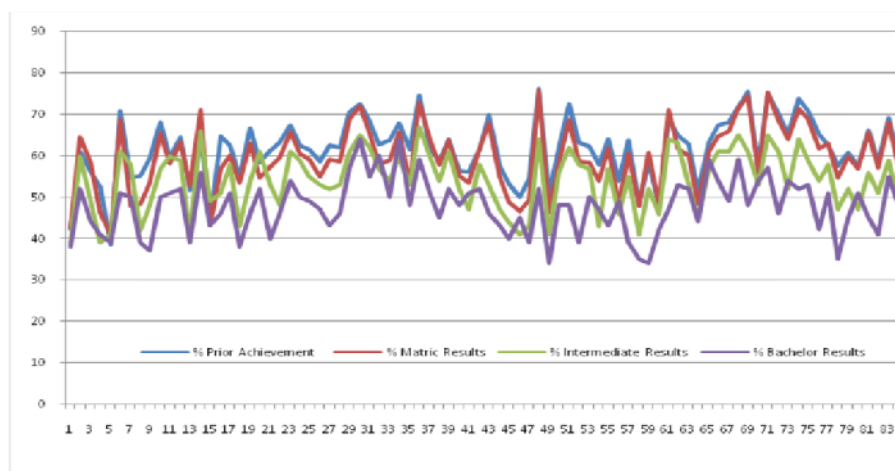
Results and Discussion

Table 1: Summary Statistics: Academic Achievement (Data in Percentage)

Name of the Variable		Total Sample			
		Max	Min	Mean	St Deviation
Elementary Level	Science Students	76.33	38.56	61.76	7.63
	Arts Students	73.33	35.56	54.17	7.99
Secondary Stage (Matric)	Science Students	75.85	40.32	59.53	8.02
	Arts Students	71.88	34.24	49.62	8.46
Intermediate Stage (F.A./ F.Sc.)	Science Students	67	39	54	7.36
	Arts Students	62	25	40.52	8.89
Degree Level (B.A./ B.Sc.)	Science Students	64	34	47.77	6.74
	Arts Students	58	23	37.5	7.46

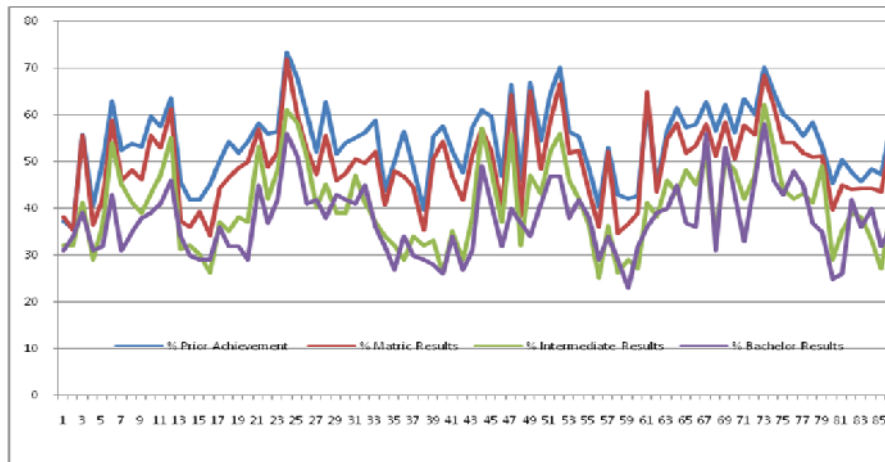
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Figure 1: Academic Achievement (Science Students) at Elementary Level, Secondary and Intermediate Stages & Bachelor Level (B.A./ B.Sc.)



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Figure 2: Academic Achievement (Arts Students) at Elementary Level, Secondary and Intermediate Stages & Bachelor Level (B.A./B.Sc.)



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Table 2: The Differential Impact of Prior Achievement

Coefficients ^a			
No. of Schools: Arts Students--N = 258, Science Students--N = 252		t	Sig.
Impact of Prior Achievement on Academic Achievement at Secondary Stage	Constant	-3.137	.002**
	Arts Students	31.708	.000**
	Constant	-1.112	.269
	Science Students	28.975	.000**
Impact of Prior Achievement on Academic Achievement at Intermediate Level	Constant	-2.463	.016
	Arts Students	13.385	.000**
	Constant	1.214	.228
	Science Students	13.676	.000**
Impact of Prior Achievement on Academic Achievement at Bachelor Level	Constant	.782	.437
	Arts Students	8.449	.000**
	Constant	3.030	.003**
	Science Students	6.942	.000**

a. Dependent Variable: Academic Achievement

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- Both the tables and figures show that prior achievement has a very strong relationship (association) with and impact (causal-relationship) on the academic achievement of the further education.
- Table 1 & 2 and Figures 1 & 2 show that prior achievement is consistently influencing the Matric, intermediate and degree level results.

Conclusions & Policy Implications

- If students with the standard PA are admitted in a class, they may have higher aptitude to learn and use SRIs effectively; therefore, gain the higher academic achievement.
- Implementation of quality criteria & standards for the prior achievement, school environment, all the resource inputs including teachers, the whole educational process and educational outcomes, can improve the quality of education at all the levels of education.

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- The step-by-step (class-wise) quality criteria and educational standards should be implemented from nursery to 8th class to ensure the quality of education at the levels of secondary and higher education.
- The policy implication of this study is that the quality criteria described by UNICEF (2000) should be revised according to the local constraints of Pakistan and implemented from nursery class to higher education level.

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