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Contributions of Rashid Memorial Welfare Organization in Education Sector: A Comparative Study

Ayesha Nazuk*

Abstract:

Education is one of the important sectors of any economy; however, its relative importance is even more decisive in defining the future trajectory of a developing country. In order to address educational needs of Sindh, many non-governmental organizations have been playing active roles. Rashid Memorial Welfare Organization (RMWO) is one such organization, following the multidimensional model of poverty reduction by serving health, education and employment needs of Tando Allahyar town through its Rashidabad City project. The focus of current study is to analyze the contributions of RMWO in the education sector. For this purpose, teachers and students have been sampled from three schools within Rashidabad and four public schools outside Rashidabad to judge the quality of education at the surveyed schools. Results showed that the quality of schools is perceived better at schools within Rashidabad as compared to those located outside.

Keywords: Quality of Schools in Sindh; Rashidabad; South Asian Forum for Educational Development; Community Development Park.

1. INTRODUCTION

Growth of an economy is driven by various factors such as government expenditures, literacy rate, fertility rate, democracy, trade openness, and many other variables. Many researchers have proved the affirmative role of education in accelerating economic growth in any country and such studies include Barro (1999), Simões (2011), Reza and Widodo (2013), Đekic (2015) and Agovino (2016). Apart from accel-

*Ayesha Nazuk <ayesha.nazuk@s3h.nust.edu.pk> and <spectacular_iris@hotmail.com> is Assistant Professor, School of Social Sciences and Humanities, S3H, National University of Sciences and Technology, NUST, sector H-12, Islamabad, Pakistan.

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erating economic growth, education also ensures social cohesion and mitigates social inequalities [Agovino (2016)]. Cognizant of the importance of education in encouraging growth and circumventing poverty, both governmental and non-governmental organizations focus on providing education services to the masses. The importance of education can be envisaged from the fact that UN (2017) lays special focus on education and includes it in the list of Sustainable Development Goals (SDGs); goal number four is "Ensure inclusive and quality education for all and promote lifelong learning".

Islamic Republic of Pakistan is a developing country in South Asia and is classified as a lower middle-income country according to Development Policy and Analysis Division of the Department of Economic and Social Affairs of the United Nations Secretariat [UN (2014)]. Pakistan faces many development challenges; one of which is the rural-urban differential in human capital stock [Khan and Rehman (2012)]. Tayyaba (2012) used a nationally representative data of various schools located in urban and rural Pakistan and concluded that in Sindh, the performance of urban students is significantly better than their rural counterparts; teachers' training came out to be instrumental in determining students' achievement. According to GOP (2016), merely 53% of the population in Pakistan has the privilege to complete primary level education in Sindh while the rural urban divide is noticeably wide with this statistic at 70% and 34% for urban and rural areas of Sindh, respectively. Many Non-Governmental Organizations (NGOs) have been delivering services in Rural Sindh; Rashid Memorial Welfare Organization (RMWO) is one such entity that ensures social inclusion of the population of Tando Allahyar town. However, spillover effects are broad-ranged; beneficiary students belong to diverse areas across different provinces of Pakistan. Tando Allahyar is one of the towns in Tando Allahyar district of Sindh that is experiencing poverty. RMWO has offered a novel approach of poverty reduction and social inclusion by initiating a Community Development Park (CDP); the CDP is named as Rashidabad city covering an area of 100 hectares encompassing three formal schools, one informal school, one vocational training center, two schools for special children, one housing unit for mentally disadvantaged children, one general hospital, one eye hospital, one blood bank and

miscellaneous projects (such as a bank and a water filtration plant). Rashidabad city is adjoined by many hamlets and villages, where the standard of living needs drastic improvement. CDP of Rashidabad provides world class services to its beneficiaries, such as Sargodhian Spirt Trust School (SST) adopting International General Certificate of Secondary Education (IGCSE) system.

Realizing the pivotal role of education in accelerating the economy of a country, both governmental organizations and NGOs put in their share by offering opportunities of formal and informal education to the people. In Pakistan the exact number of NGOs is unknown consequently; there is no statistic available about number of NGOs working on education cause. Despite the ambiguity in total number of NGOs, it is known that a majority of these organizations are concentrated in provision of basic social support encompassing education, income generation, poverty alleviation, vocational training, reproductive health, and food security sectors [ADB (1999)]. Although, it is often discussed that the NGOs are donor-driven [Webb (2016); Bhatti (2001)] and the noble causes portrayed are repercussions of funds availability and donors' interest in a sector rather than the NGOs' commitment to focus on community prioritized themes for social work. However, such a discussion will prove digression from the theme of this study. Having identified education as one of the major agendas of the NGOs working in Pakistan, it is unveiled that importance of education is generally well-conceived by these organizations; many NGOs are seen providing education opportunities to the people of Pakistan. Cognizant of the importance of education, government of Pakistan is also taking necessary steps to increase school enrollments; making poverty support programs conditional upon school enrollment of school going children in a recipient family. Since the current paper is focused on Sindh, hence it is judicious to mention here the relevant statistic for Sindh rather than entire Pakistan. According to GOP (2016), only 53% of the population has completed primary level education in Sindh while the rural urban divide is significant with this value at 70% and 34%, respectively for urban and rural areas of the province. Percentage of population that has completed primary level education in Rural Sindh is merely 20% for females and 47% for males which is evident of the gender disparities

[GOP (2016)]. This is the reason government of Pakistan has also introduced gender targeted conditional cash transfers [Chaudhury and Parajuli (2010)].

It is now evident that both governmental and non-governmental bodies have shown commitment to increase literacy rates; however, the standard of education maintained by these organizations remains yet to be discussed. Importance of school quality has been discussed by various researchers including Glen and Nellis (2010); Dejan, Ivana and Vladeta (2013); Dudovitz, *et al.* (2016).

On the basis of above discussion, this study aims to analyze the quality of education provided at schools operating at the CDP of Rashidabad. More specifically, by comparing students and teachers satisfaction scores from school inside this CDP to those of operating outside, this study analyzes the contributions of RMWO in education sector. According to SAFED (2015), 28.8% school going children, aged 6 to 16 years, are out of school. Out of the total children enrolled in class 5, 40% can read a story level Class 2 in Urdu or Sindhi, less than 33% can read a story in English. It has often been debated that private schools are better in terms of education quality; however, the picture remains incomplete unless one takes note of the fact that a vast majority of students enrolled in private schools join private tuitions hence, putting an additional burden on the parents. In rural Sindh, 41% of the students enrolled in private schools have to join private tuitions to cope up with the school. Condition of government schools is not encouraging; approximately 41% of the primary schools lack drinkable water facilities, 44% lack toilets, 51% lack playgrounds, 43% lack a boundary wall, 77% lack a library, 99% lack computer lab and 48% lack electricity connection. Although, private schools are relatively better in education standards but after controlling for private tuitions lesser credit goes to private schools [SAFED (2015)].

The basic aim of this study was to evaluate the performance of the schools operating within Rashidabad City with those operating outside. In the light of this basic aim, following secondary objectives were defined to:

(1) Compare the student satisfaction rate within and outside Rashidabad City.

(2) Compare the perception of teachers about quality of school within and outside Rashidabad City.
(3) Compare the schools on the basis of school report card proposed by South Asian Forum for Educational Development [SAFED (2015)].

In the light of aforementioned research objectives, following hypotheses were developed:

(a) Student satisfaction rate is higher within Rashidabad.
(b) Teacher's perceptions about schools are better within Rashidabad.
(c) School report is better for schools within Rashidabad.

2. SAMPLE, RESEARCH TOOLS AND INSTRUMENTS

A survey instrument, given in Table 1, was used to get data from 142 students enrolled at schools in Rashidbadad and 195 students from public schools outside Rashidabad. For selection of students outside Rashidabad city, multistage random sampling scheme was followed. Web search was performed for public schools within Tando Allahyar district and populated the schools; records from following websites were used:

a) http://www.schoolinglog.com/Find-School/p-Sindh/d-Hyderabad/t-Tando-Allah-Yar/g-Boys-Girls.

b) https://en.wikipedia.org/wiki/Tando_Allahyar_District.

Data collection teams were sent in all directions and list of operational schools was constructed by asking people the names of schools in the vicinity; in order to maximize the representativeness of the final sample. Then a list was developed in the light of the data collected due to Web search and aforementioned field visits. Once the list was developed 10 schools were selected randomly and sent "Request for Survey"; four schools responded positively. Consequently, 195 students from these schools were selected such that the school with the largest student population yielded 38.5% responses, followed by 27.7%, 18.5% to 15.4% from the smallest student population. In the final stage, data

were collected from students, present on a day of survey, from classes 8 to 12. For selection of 142 students from schools within Rashidabad, data were collected randomly from all the schools functional there; following stratified random sampling with disproportional allocation. Data share of Sargodhian Spirit Trust School is 25.4%, Yaqub Khawaja Academy 22.5%, Hunar Foundation 21.1%, The Citizens Foundation School 23.9%, and Deaf Reach School 7%. Reason for getting lesser data from Deaf Reach is the amount of time and labor required to survey a hearing impaired student. A similar approach was adopted in order to sample teachers for survey.

Data were also obtained according to school report card on the basis of Annual Status of Education Report for Pakistan [SAFED (2015)]. Input from teachers was obtained by using the survey instrument given in Table 3.

3. RESULTS

The first aim of this study was to compare the student satisfaction rate within and outside Rashidabad City. For this purpose, data were collected as reported in Tables 1 and 2.

Data were collected from students enrolled in grades 8 to 12. For the schools inside Rashidabad, 45% of the fathers had qualification of up to matric, 24.6% had more than matric but less than Bachelors qualification while 30.3% reported to have Bachelors or higher qualification. For the schools outside Rashidabad, 52.3% of the fathers had maximum qualification of matric, 26.2% had more than matric but less than Bachelors qualification, while 21.5% reported to have Bachelors or higher qualification. For the schools outside Rashidabad, 71.1% of the mothers had qualification of up to matric, 18.3% had more than matric but less than Bachelors qualification, while 10.6% reported to have Bachelors or higher qualifications. For the schools inside Rashidabad, 78% of the mothers had qualification of up to matric, 15.9% had more than matric but less than Bachelors qualification while 6.2% reported to have Bachelors or higher qualification. From these statistics, one can infer that more educated parents prefer to get their children enrolled at

Table 1. Questions Asked from Students (inside/outside*)

Question	Response	Question	Response
(1) Grade in which enrolled	8(2.1/8.2), 9(23.9/11.3), 10(22.5/42.6), 11(26.1/20.5) and 12(25.4/17.4)	(2) Mother Education Level	Less than Primary (46.5/51.3), Primary to Matric (24.6/26.7), More than Matric but less than Bachelors (18.3/15.9), Bachelors or higher (10.6/6.2)
(3) Father Education Level	Less than Primary (22.5/25.6), Primary to Matric (22.5/26.7), More than Matric but less than Bachelors (24.6/26.2), Bachelors or higher (30.3/21.5)	(4) The Principal and Teachers are always available for consultation	S.A (62/66.7), A (31/26.2), N (0.7/2.1), D (4.9/2.1) and S.D (1.4/3.1).
(5) The school provides medical care if I get hurt	S.A (37.3/36.4), A (45.8/25.6), N (1.4/7.7), D (12.7/12.3) and S.D (2.8/17.9)	(6) The school has frequent extra-curricular activities (sports, music shows, dramas)	S.A (42.3/42.6), A (38.7/17.4), N (1.4/6.7), D (14.1/16.4) and S.D (3.5/16.9)
(7) The classwork and homework help me learn new things	S.A (62/48.7), A (33.8/39.5), N (0/1.5), D (4.2/8.2) and S.D (0/2.1)	(8) The school has adequate sporting facilities	S.A (43/24.6), A (38/20.5), N (0.7/4.6), D (14.1/27.2) and S.D (4.2/23.1)
(9) The teacher helps me understand what I should know and what I should be able to do	S.A (70.4/48.7), A (27.5/39.5), N (0/1.5), D (2.1/8.2) and S.D (0/2.1)	(10) I have learnt how to use a computer to improve my understanding and do my work	S.A (42.3/27.8), A (40.1/44.4), N (2.1/5.6), D (12.7/19.4) and S.D (2.8/2.8)
(11) The school is clean and safe	S.A (78.9/47.2), A (16.9/37.4), N (0/2.1), D(3.5/8.7) and S.D (0.7/4.6)	(12) My school is the best in this area	S.A (73.9/24.6), A (23.2/20.5), N (0.7/4.6), D (2.1/27.2) and S.D (0/23.1)

* Bracketed numbers are percentages and numbers before and after / sign are for schools inside Rashidabad and outside Rashidabad, respectively.
Note: S.A. represents Strongly Agree, A represents Agree, N represents Neutral, D represents Disagree, S.D. Strongly Disagree.

schools within Rashidabad; however, the masking effects of parental earning remains unexplored in this study.

Student Perception Index (SPI) was constructed by using data as reported in Table 1; responses of questions 4 to 12 were added and then cut-point was defined at the sample median of the summated variable. Chi-square test for association of attributes showed significant association between school's location and SPI ($p < 0.00$). As is evident in Table 2, the percentage of low SPI is much higher in schools outside Rashidabad as compared to those within Rashidabad; the percentage of high SPI seems similar for schools within and outside Rashidabad. Outside Rashidabad, the worst perceptions of students were for sporting facilities and school's perceived rank while the second worst response was for computer knowledge. The maximum difference between the most affirmative responses (i.e., Strongly Agree) for RWMO school versus schools outside was observed for perceived rank of school (difference = 49.3), safe and clean school (difference = 31.7), teacher's role in helping the student to understand things (difference = 21.7), sports facilities (difference = 18.4) and computer knowledge (difference = 14.5).

Table 2. Cross-Tabulation of School Perception Index (SPI) and School's Location*

School Perception Index (SPI)		Statistic	School's Location		Total
			Outside	Inside	
SPI	Negative	Count	45	4	49
		(Percentage)	(91.8%)	(8.2%)	
	Positive	Count	150	138	288
		(Percentage)	(52.1%)	(47.9%)	
Total		Count	195	142	337

* Based on statistical analysis performed for current study.

Z-Test for testing of difference between two population proportions produced the following discussion, using the notations,

$P_R = Population\ proportion\ of\ cases\ with\ SPI = 1\ in\ schools\ within\ Rashidabad,$
$P_{OR} = Population\ proportion\ of\ cases\ with\ SPI = 1\ in\ schools\ outside\ Rashidabad,$
$p_R = Sample\ proportion\ of\ cases\ with\ SPI = 1\ in\ schools\ within\ Rashidabad,$
$p_{OR} = Sample\ \ proportion\ of\ cases\ with\ SPI = 1\ in\ schools\ outside\ Rashidabad$
$n_R = Sample\ size\ for\ schools\ within\ Rashidabad,$
$n_{OR} = Sample\ size\ for\ schools\ outside\ Rashidabad.$

The hypotheses to be tested are $H_0 : P_R \le P_{OR},\ \ H_1 : P_R > P_{OR}$. Then, the Z-statistic for testing of proportions from two independent samples is given as follows;

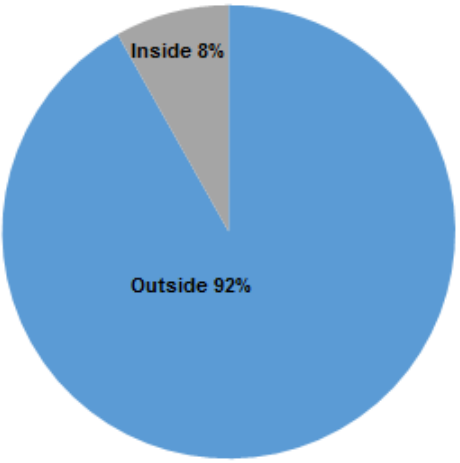
$$Z = \frac{p_R - p_{OR}}{\sqrt{\frac{p_R q_R}{n_R} + \frac{p_{OR} q_{OR}}{n_{OR}}}},\ q_R = 1 - p_R, q_{OR} = 1 - p_{OR} \quad \ldots (2.1)$$

Plugging in the values from sample the Z-calculated comes out to be 183.6, which is greater than $z_\alpha = 1.64$, at $\alpha = 0.05$; sample provides enough evidence to reject the null hypothesis and conclude that $P_R > P_{OR}$. Therefore, sample provides statistically significant evidence that in terms of students' perceptions, schools within Rashidabad outperform the schools outside it.

Figure 1 exhibits the difference in negative response for SPI; there is considerably high share of negative response in the schools outside Rashidabad.

The second aim of this study was to compare the teacher's perceptions about quality of schools. For this purpose, data were collected as reported in Table 3. For the schools outside Rashidabad, 11.3% of the teachers had education qualification of matric or less, 22.6% had more than matric but less than Bachelors while 66% had Bachelors or higher qualification. For the schools inside Rashidabad, none of the teachers had education qualification of matric or less than matric, 29.4% had more than matric but less than Bachelors while 70.6% had Bachelors or higher qualification. These statistics show that teachers at schools within Rashidabad have been able to recruit more qualified teachers as compared to schools outside Rashidabad.

Figure 1. Share of Negative Response for SPI



Teacher's Perception Index (TPI) was formed by using data as reported in Table 3; summing up the responses of question 4 to question 12 to define the cut-point at the sample median of the summated variable. Chi-square test for association of attributes proved significant association between school's location and TPI ($p < 0.09$). Reference Table 4, the percentage of negative TPI is similar both for schools within and outside Rashidabad; however, percentage of positive TPI is much higher at schools within Rashidabad. Outside Rashidabad, worst perceptions of teachers was about the ability of teachers to voice their concerns to administration while the second worst response was for adequate facilities to meet needs of students. The maximum difference between the most affirmative responses (i.e., Strongly Agree) for RWMO school versus schools outside was observed for perceived rank of school (difference = 36.6), teacher's ability to voice concerns to administration (difference = 27.8), perceived quality of education (difference = 16), organizing parent teacher meetings (difference = 14.6) and ability to practice new teaching methods (difference = 12.1).

Table 3. Questions Asked from Teachers** (outside/inside) ***

Question	Response	Question	Response
(1) Teacher's qualification	Primary to Matric (11.3/0), More than Matric but less than Bachelors (22.6/29.4), Bachelors or higher (66.0/70.6)	(2) Total Education in Education Sector (in years)	< 3 (35.8/17.6), 3 to 5 (22.6/35.3), > 5 but < 10 (18.9/14.7), 10 or more (20.8/32.4), No response (1.9/0)
(3) Organizational Tenure	Less than 3 Years (43.4/26.5), 3 to 5 years (24.5/29.4), More than 5 but less than 10 years (11.3/8.8), At least 10 years (20.8/35.3)	(4) I get full support from the administration if I want to practice new teaching methods	S.A (58.5/70.6), A (32.1/29.4), N (0/0), D (5.7/0) and S.D (3.8/0)
(5) The school is safe and clean	S.A (84.9/73.5), A (15.1/26.5), N (0/), D (0/0) and S.D (0/0)	(6) I am comfortable voicing my concerns, if any, to the administration	S.A (34/61.8), A (50.9/26.5), N (0/0), D (9.4/11.8) and S.D (5.7/0)
(7) The school provides high quality of education	S.A (66.0/50), A (32.1/41.2), N (0/0), D (0/8.8) and S.D (1.9/8.8)	(8) The school holds frequent Parent-Teacher meetings	S.A(52.8/38.2), A (41.5/41.2), N(0/0), D(5.7/20.6) and S.D (0/0)
(9) I get to play an active role in determining the curriculum	S.A (56.6/55.8), A (39.6/44.1), N(0/0), D(3.8/0) and S.D (0/0)	(10) The school has adequate facilities that ensures that all of the students' needs are met	S.A (41.5/47.1), A (49.1/32.4), N (0/0), D (9.4/20.5) and S.D (0/0)
(11) The school has sufficient resources (money, equipment, staff)	S.A (39.6/38.2), A (34/38.2), N (3.8/0), D (11.3/14.7) and S.D (11.3/8.8)	(12) This school is the best in this area	S.A(92.5/55.9), A (5.7/11.8), N(0/0), D(0/23.5) and S.D (1.9/8.8)

*** Data from 59 teachers were taken from various schools within Rashidabad while 28 teachers gave data from various schools outside Rashidbabad.*

*** Percentages before and after / sign are for schools outside Rashidabad and inside Rashidabad, respectively.

Note: S.A. represents Strongly Agree, A represents Agree, N represents Neutral, D represents Disagree, S.D. Strongly Disagree.

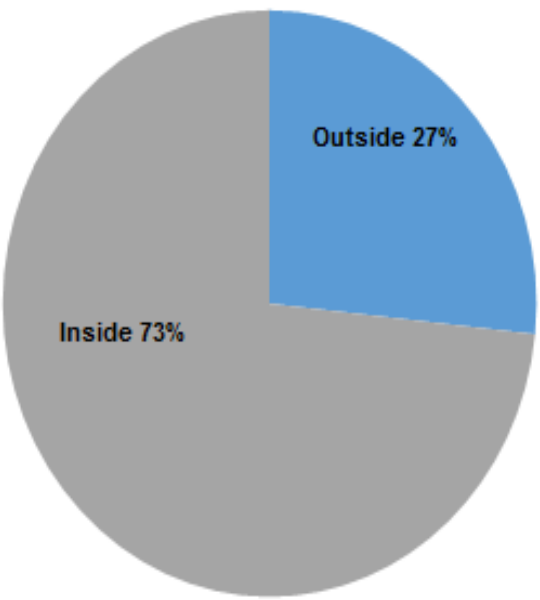
Table 4. Cross-Tabulation of Teachers Perception Index (TPI) and School's Location*

Distribution of TPI			TPI		Total
			Negative	Positive	
School Location	Outside Rashidabad	Count (Percentage)	12 (44.4%)	16 (26.7%)	28
	Inside Rashidabad	Count (Percentage)	15 (55.6%)	44 (73.3%)	59
		Total	27	60	87

* Based on statistical analysis performed for current study.

Figure 2 exhibits the difference in positive response for TPI; there is considerably high share of positive response in the schools inside Rashidabad.

Figure 2. Share of Positive Response for TPI



Z-Test for testing of difference between two population proportions produced following discussion.

where,

$P_{TR} = Population\ proportion\ of\ cases\ with\ TPI = 1\ in\ schools\ within\ Rashidabad,$
$P_{TOR} = Population\ proportion\ of\ cases\ with\ TPI = 1\ in\ schools\ outside\ Rashidabad,$
$p_{TR} = Sample\ proportion\ of\ cases\ with\ TPI = 1\ in\ schools\ within\ Rashidabad,$
$p_{TOR} = Sample\ \ proportion\ of\ cases\ with\ TPI = 1\ in\ schools\ outside\ Rashidabad$
$n_{TR} = Sample\ size\ for\ schools\ within\ Rashidabad,$
$n_{TOR} = Sample\ size\ for\ schools\ outside\ Rashidabad.$

The hypotheses to be tested are $H_0 : P_{TR} \le P_{TOR},\ H_1 : P_{TR} > P_{TOR}$. The Z-statistic for testing of proportions from two independent samples is given as follows;

$$Z = \frac{p_{TR} - p_{TOR}}{\sqrt{\frac{p_{TR}q_{TOR}}{n_{TR}} + \frac{p_{TOR}q_{TOR}}{n_{TOR}}}},\ q_{TR} = 1 - p_{TR}, q_{TOR} = 1 - p_{TOR} \quad \ldots (2.2)$$

Plugging in the values from sample the t-calculated comes out to be 67.25, which is greater than $z_\alpha = 1.64$, at $\alpha = 0.05$; sample provides enough evidence to reject the null hypothesis and conclude that $P_{TR} > P_{TOR}$. Therefore, sample provides statistically significant evidence that in terms of teachers' perceptions, schools within Rashidabad outperform the schools outside it.

The third aim of this study was to compare the schools within and outside Rashidabad on the basis of school report card proposed by South Asian Forum for Educational Development [SAFED (2015)]. School report card results are reported in Table 5. Noting that SST, TCF and YK are different schools within Rashidabad and S1, S2, S3, and S4 are public schools outside Rashidabad; the performance of public schools outside Rashidabad is far below the performance of schools inside Rashidabad. The school report is designed on 8 criteria; availability of safe drinking water (for this study we classified water as safe if water filtration unit was installed), usable toilet (availability of at least WC), toilet cleanliness (Scored on a scale of 0 to 5 by three team members who visited the school; in case of disagreement on scoring rule of majority was used), playground (separate ground for playing with or without playing tools

such as swings and slides), boundary wall, computer lab (with at least 10 functional computers), library (with at least 50 books) and electricity connection. Schools within Rashidabad fulfill all of the eight criterions while the schools outside Rashidabad are worst off in toilet cleanliness, availability of a playground and computer lab facility; one of the schools outside Rashidabad lacked electricity connection while two lacked a library and safe drinking water facility. Based on these descriptive statistics, it can be stated that the schools inside Rashidabad score well on the school report proposed by South Asian Forum for Educational Development [SAFED (2015)]. Testing of hypothesis (c) was not possible due to limited sample size.

Table 5. School Report Card*

School Name / Criterion	SST	TCF	YK	S1	S2	S3	S4
Safe Drinking Water	Yes	Yes	Yes	Yes	Yes	No	No
Usable Toilet	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Toilet Cleanliness	5	5	4	1	0	0	0
Playground	Yes	Yes	Yes	Yes	No	No	No
Boundary Wall	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Computer Lab	Yes	Yes	Yes	No	Yes	No	No
Library	Yes	Yes	Yes	Yes	Yes	No	No
Electricity Connection	Yes	Yes	Yes	Yes	Yes	Yes	No

* Based on results of survey carried out by a team of three members led by author of current study.

4. CONCLUSION

Education is one of the important rights of human beings and is the catalyst for positive change in society; unfortunately, education statistics for Pakistan are not very encouraging especially in rural urban areas where inequality is further aggravated. This research showed how non-profits can work to address the education needs of the rural areas. Both students and teachers are important stakeholders at any educational institution; hence, it is imperative to take inputs from both of these when gauging the quality of education. Based on school report card [SAFED (2015)] and the feedback provided by stakeholders, it is evident that

Rashid Memorial Welfare Organization has been able to outperform public schools and the quality of schools is much better at Rashidabad.

Schools within Rashidabad have all the eight facilities listed in school report card [SAFED (2015)]: safe drinking water, usable toilet, cleanliness of toilets, playground, boundary wall, computer lab, library, and electricity connection. Schools outside Rashidabad are worst off in toilet cleanliness, availability of a playground and computer lab facility; one of the schools outside Rashidabad lacked electricity connection while two lacked a library and safe drinking water facility. Within Rashidabad, perceptions of teachers are much appreciative about schools; encompassing curriculum, decision-making abilities of teachers, amount and quality of financial and human resources, and collaboration between teachers & parents/students. Within Rashiadbad, perceptions of students are much appreciative about schools; encompassing quality of curriculum, teachers, medical-care, co-curricular activities, and exposure to IT skills.

5. LIMITATIONS AND RECOMMENDATION

This study is an effort to understand the contributions of RMWO in serving the education needs of marginalized population in Tando Allahyar. Future studies can focus on a more generalizable study by analyzing more schools to compare the performance of RMWO with public, nonprofit schools, and private schools in Tando Allahyar. Future studies can compare the schools in terms of outcome-based indicators of school quality such as alumni success stories, students' personality development and traits of emotional intelligence among students and teachers.

For researchers having the inclination to use qualitative research; future studies can also make use of social constructivism approach and grounded theory to bring out community perceptions about quality of schooling within and outside Rashidabad. Another interesting avenue can be the possibility to explore the potentials of different models of social work, such as Community Development Park and Settlement House Approach, to serve education needs of the community.

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