



## **Karl Marx View of Education and Its Influence on Pakistani Educational System: A Modernistic Approach**

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### **ABSTRACT**

This quantitative investigation is an effort to highlight existing status quo in the current education system of Pakistan through the implication of Karl Marx theory. For this purpose, one private and public school from the urban area and one private and one public school from the rural areas were examined. The finding of the study is based on the secondary data regarding key position holders (Matric) of Board of Intermediate and Secondary Education (BISE) Lahore, fee structure and provided facilities in public and private schools. The descriptive analysis concludes with the accurate depiction of existing educational inequality in Pakistan as described by Karl Marx. The findings showed that it is upper social class in Pakistani society which determines the choice of an educational institution and thus will affect the future of upcoming generation if not handled this issue on time. success. There is an urgency to overcome the educational disparities in the Pakistani education system.

**KEYWORDS:** Modernism, Karl Marx, the Pakistani education system, status quo, class inequality.

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### **1. INTRODUCTION**

The modern educational approach protects the executives from focus. People educated at schools did not meet the desires like the possibility of an upbeat perfect universe of edification thought; despite the world which is overwhelmed with alarm, disarray and war after the industrial revolution. Hierarchy, determination of duties of all school staff, registration based on priority, documentation system for the students and also the dominance of individualistic preferences in addition to the regulations of all central educational system are the basic features of modern schools. 1979, after the denationalization of private schooling in Pakistan, the share of education in the private sector significantly grow in terms of numbers of schools as well as children enrollment (Tan, 1987; Andrabi, 2002). Although the growing number of private institutions still not enough for a large proportions of the country's population yet have successfully dissemination the ideology of the ruling class (Tan, 1987).

The industrial revolution is transferring institution, and educational environments through providing the sustainability of the existent situation (Aslanargun, 2007). In the modern period, every individual can orient in every kind of circumstances by utilizing his mind. For the modern era, the educational activities are at the lead, whereas personal satisfaction is at the forefront in the postmodern period. These two eras can be adopted if teachers and managers work together by keeping the vision of stability and flexible understanding. Karl Marx presented the modernistic view of education and explained how society works. According to him, society has economic contradictions and conflicts because of existing class imbalance. According to Marx, capitalism is the primary reason for conflict. The Marxist theory, also known as the conflict theory is a part of macro theories. It looks at the society from a broader view and tries to explain the process of society in terms of conflict. In Marxist sociologists' context, education is a continuation of the repressive nature of capitalism. It maintains the class structure in the form of the ruling class and the working class.

In this era, inequity is an unavoidable result of capitalism. Like other institutions, the system of education shows inequality through schools. Nowadays education has become a business, impersonating the similar social thought over the generations (Greaves, Hill & Maisuria, 2007). On one side where the educational industry has been burgeoning in Pakistan because of the rapidly growth of private school on the other side the increase in private institutions is also causing more difference in educational opportunities on the basis of wealth. The existing education system is just an extension of past elites prejudices system, which used to serve for the interest of

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influential and the public level were for the lower middle-class (Reay, 2006). Private schools with higher fees are concomitant with the elite people of the society and these schools maintain certain standards of education whereas government schools' education standards are based on the availability of teachers and resources (Bari & Sultana, 2011; Bowles & Gintis, 2013).

In spite of higher fee of the private sectors, people want to send their children to private schools. Literature have shown that income status is the most important reason behind the selection of school, students belongs to government schools are usually have poor family background and rich families admit their children in private school. Private school charge higher fee and children studying in private schools perform better than public schools' students, (Cox, Donald & Jimenez, 1991; Kingdon, 1996 : Ball, 2004; Lawler, 2005; Skeggs, 2004). Besides maintaining good standards of education, the socioeconomic status of the household, access to school, fee of school, parents' perceptions about the education quality in school, and parents' perceptions of the available employment opportunities in the region.socioeconomic status of the household, the degree of a school's accessibility, the cost of schooling, parents' perceptions of school quality, and their perceptions of the available employment opportunities in the region also play a very crucial role behind the increasing choice of private schools (Awan, 2018).

## 2. Theoretical Framework

Marx favored the idea of the utilization of state power as an only mean for providing adequate public education. He protested against for the provision of elementary school by the state. For Marx education means the mental education, physical education, and technological education. Technological training informs the general principles of all processes of production, and thus initiates the persons for the practical use and handling of the elementary skills. According to his mental, physical and polytechnic training will raise the level of working class than the level of the higher and middle classes" (Marx's Inaugural Address of the International Working Man's Association,89). He considered productive labor and polytechnic education as an essential aspect of education. According to Marx "There can be no doubt," wrote Marx in Capital, "that when the working class comes to power, as inevitably it must, technical instruction, both theoretical and practical, will take its proper place in the working-class schools"( Capital, Vol. I.494).

For Karl Marx society is an arena of social conflict where the functions and roles of social institutions can be understood easily through its economic system. According to Karl Marx, education system as social institution strengthens the existing class system. There are two main classes: bourgeoisie, haves; and proletariat, have nots. w "haves" indicates source of production, and "have not" shows the labor force, as a base of the social institution. According to him, educational institutions are in charge of bourgeoisie class for providing the workforce. The ruling class establishes the status quo which is dispersed through education system in form of public and private. People who can not afford the high fee of private schools they admit their children in public schools. Private schools students belong to rich families so they can pay high fee of private institutions. In this way, private schools serve to maintain the status quo for elites. In contrast, the public schools depict the ideology of submission in the children of proletariats.



**Figure 1: Karl Marx Conflict Theory and Educational System**

According to Karl Marx, the education system creates the social classes by determining the attitudes as well as division of labor Bowls and Gintis (2013). He claimed that the education system favor the rich people of the society

because they helps in propagating status quo. That is why students registered in private school get more exposure, facilities, and chances of getting higher position as well as social prestige than the students passed out from the public schools. This study is an attempt to know the implication of Karl Marx theory in the education system of Pakistan through analyzing facilities, fee structure and position in annual results at the secondary and higher secondary level of private and public school.

### 3. The objective of the study

The main objective of this study is to analyze the Karl Marx’s conflict theory from the perspective of the public and private schools system in Pakistan education. This quantitative investigation intend to find out whether private schools are successfully maintaining status quo in the Pakistani education system or not through analyzing the fee structure and position in annual results at the secondary and higher secondary level of private and public school.

#### Research Questions

- Are private schools maintaining the status quo in Pakistan’s education system?

### 3. Research procedure

This research planned to see the education standards, based on Karl Marx class-based theory through analyzing the difference in private and public schools. In order to measure this differences, last five years of secondary level education result details were obtained from the Board of Intermediate and Secondary Education (BISE) Lahore to compare the position holders’ record. This data was obtained through personal visit of the BISE Lahore office. List of fees was also collected from Lahore board for verification and information about the facilities was also gathered by visiting schools. Once the data was collected, it was analyzed through descriptive statistics and observations were described in qualitative way.

In this study, two public sectors and two private sector schools registered under the Board of Intermediate and Secondary Education (BISE) Lahore were visited. From the examined schools, one public and one private school was located in the city and one public and one private school were situated in the rural areas. The facilities like library and laboratory were examined. It was observed there was no proper mechanisms. Libraries had outdated books and students also can not access those available books. Students did not have reading habits and they rarely issue any book from the library. Due to limited instruments available in laboratory, students were not able to do perform their practical work. technical staff was also not able to guide the students. In rural areas, Schools were hardly equipped. Libraries have small number of books and laboratory have few equipment which were not sufficient to meet the needs of students as well as without proper technical staff.

The researcher also visited two private schools. School located in urban areas of Lahore had many equipments in laboratory and there were many books available in the library. 1-2 library period in a week were compulsory for students, in these periods students were given a topic from a book to read, later teacher also discuss about that topic. This is how the habit of reading is developed among students in private schools. Matriculation students also had laboatory period on a regular basis for doing different kind of experiments under the guidance of teachers and technical staff. Private schools in rural areas di not have better equipments than urban private schools. The school in rural areas’ school were very low level school without any library. Some schools had a laboratory in some but lab equipments were not there or that laboatory was not utilized. Moreover; Some schools also take their students to other school for practical.

## 4. RESULTS

**Table 1: Frequency distribution of position holders at Matric level ( 2013-2017)**

Year	Public Schools				Private Schools			
	Arts		Science		Arts		Science	
	Male	Female	Male	Female	Male	Female	Male	Female
2017	0	0	1	0	3	3	2	3
2016	2	0	1	0	1	3	2	3
2015	1	0	0	1	2	3	3	2
2014	0	0	1	0	3	3	2	3
2013	1	0	0	0	2	3	3	3
<b>Total</b>	4	0	3	1	11	15	12	14

The above-mentioned table 1 is indicating the frequency distribution of public and private schools' results from 2013 to 2017. Overall in these five year analysis, public schools' students remained unable to provide good performane as compared to private schools' students at the matriculation level. Most of the positions were obtained by private schools' students took most of the position in this five years' period.

**Table 2: Descriptive statistics of position holders at Matric level for science and Arts subjects ( 2013-2017)**

Types of school	Science group		Arts group	
	f	%	F	%
Public schools	04	12.2	1	3.33
Private schools	26	78.8	29	96.67
Total	33	100	30	100

Source: BISE Lahore

Table 2 explains the descriptive statistics of position holders at Matric level for science and Arts subjects ( 2013-2017). In the science group, public schools students' got only 12.2% of positions whereas private schools' students got 78.8% positions. In the Arts group, the situation is more worse, majority as 96.67% of the position were secured by private schools and only 3.33% of positions were held by public schools.

**Table 3: Fee structure of Public and private schools at the matriculation level**

Private schools expenditures per student		Public schools expenditures per student	
Urban	Rural	Urban	Rural
2000-15000	500-3000	20	20

Source: BISE Lahore and Private schools association

Table 3 is showing a fee structure of registered public and private schools under BISE Lahore. At present, the fee cost is same as 20 rupees per month for public schools in rural or urban areas for matriculation students. As far as private schools are concerned, fee structure of private schools in villages and urban level varies a lot. The results show that private schools in rural areas have less fee as compared to urban private schools. In villages private schools fee varies between Rs. 500/- and Rs. 3000/-. In urban areas, private schools are very expnsive, the fee of private schools in cities is between Rs. 2000/- and Rs. 15000/- per month. The private school fee structure includes the charges of generator, lab equipments, clothes, books, stationary, sports, and, security, etc.

## 5. DISCUSSION AND CONCLUSION

This study aims to track the implication of Karl Marx conflict theory of education in the current educational institutions' situation of Pakistan. In order to achieve the aim of the study, Karl Marx's idea of class and the social division was applied on the public and private educational institutions in Pakistan. Secondary data as well as observational data was used for the analysis. Findings approved the Karl Marx theory' s implication in Pakistani educational system as results showed that elites maintain status quo in the education system of pakitan through private schools. The upper class of Pakistan has more resources and opportunities to avail the quality of education so students who belong to private institution not only get higher positions in the examinationa but also their chances of getting higher education and highly paid jobs are more than the students who passed from government school.

The position holders data also confirms the dominancy of private institutions over public institutions as they have succeeded in establishing their status quo. This is mainly because of the lack of facilities availibilities at public schools. Private schools are getting money from the people so they are able to provide the educational facilities to the students which is the reason of their good performance. On the other hand, public schools are funded by government and Pakistan's only 2 % of GDP is spent on its education expenditures, so in this situation how students can get better facilities like private schools.whereas government schools students in rural areas are tottaly ignored. Students' enrollment is high in public school because pakistan's majority belongs to lower-middle class so they can

not afford to admit their childprivate schools. On the other side government teachers are very few, it is impossible for a teacher to pay attention to the class of 80 to 100 students. This is also the reason of bad performance of public schools. At private institutions, schools are accountable to parents; they charge high fees and in return maintain a certain mechanism to maintain certain standard of education.

In private schools, every student is attended individually because of the less students in the class. Every student get the chances for grooming their personality through innovative activities. Based on the findings of the studies, it can be concluded that Pakistani private institutions are successfully maintaining status quo as described by Karl Marx conflict theory. This status quo is increasing every year which is a biggest threat for the upcoming generation of lower-middle class. Thus in order to bring economic development of Pakistan, there is a need to reduce this class discrimination from the education sytem of Pakistan. To bring this change, there is a need to revise the educational policy of Pakistan as well as the carefully implementation of a uniform policy of education.

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