The Prime Minister's Laptop Scheme

An Evaluation of its effect on Student Motivation at NUST

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Introduction

- Pakistan is crippled by problems such as poverty and illiteracy (according to UNESCO, it is 55%)
- These problems prove to be a hindrance in improving the overall economic conditions of the country
- There is sparse research done educational policies at local and national level

Research Questions

- The two research questions of this thesis are:

  - 1) Is the PM's laptop scheme a motivation for students to improve their academic performance or not?
  - 2) Has the policy been successful in what it aimed to achieve?

Aims and objectives of the research

- This research focuses on this educational policy as an opportunity cost
- This research also analyzes the effectiveness of this policy on motivating students to improve their academic records, and whether it is worth the opportunity cost or not
- We further aim to identify whether there is a difference between the goals policy makers wanted to achieve and the implications of this policy for students

Implementation Gaps in PMLs

- The difference between what solutions have been adopted in legal documents and their actual implementation in practice. Citizens often feel the effects of implementation gap most painfully because it directly undermines opportunities.
- Little can be accomplished, if the government has a clear idea of targets but the agency charged with implementation lacks capacity to do it or the will to follow through till end.
- Implementation gaps can be usually discovered by analyzing feedback mechanisms from target audience and comparing objectives of policy with end results.
- Laptop scheme was of a new and least researched policy with immense potential and high budgetary costs.
- Examples from our research on PM laptop scheme:
- Merit discrepancies in the scheme
- Laptops granted to those who already have them.
- Laptop selling is prohibited but happening quite openly
- No local assembly of laptops

Background

- Laptop policy of Punjab (Shahbaz Sharif Youth Initiative) became the Prime Minister's Laptop Scheme in 2013

- Prime Minister's Youth Programme - Interest Free Loan Scheme and the Youth Business Loan Scheme

- According to the official website of HEC, Laptops are provided to different categories of students registered in any public sector Higher Educational Institutions of Pakistan and Azad Jammu and Kashmir which are recognized by the HEC

Aims and Objectives of the Scheme

The aims and objectives of the project of the policy, according to the official website of Prime Minister's Youth Programme and the PC-1 document of this scheme, are:

- to equip meritorious students with a laptop. Students are selected on the basis of clear criteria centered on a specified merit and/or academic achievement

- The scheme provides them with laptop computers along with free of cost on campus access to internet facilities

- This is in order to prepare them to cope with the challenges of the digital world

- Free provision of laptop computers helps to create IT enablement in students

- It furthers the competition between the students so in this sense it motivates the students who do not fall in to the merit range of this policy, to improve their academic performance
    (Syed Ashfaq Hussain Bukhari, PC-1 Provision of Laptops).

Advantages

- It helps to make a lot of IT literate talented workforce available in near future
- It can bring uniformity in terms of possession of IT equipment between students belonging to different segments of society
- It will reduce digital divide between poor and rich students without compromising on merit
- More employment opportunities within and out of the country as well

(Syed Ashfaq Hussain Bukhari, PC-1 Provision of Laptops).

Advantages

- This policy helps the poor students who cannot own laptops because of their prices and because of which their learning is limited
- Students can access the internet on their own laptops because of Wi-Fi to begin working on homework instead of having to wait for a lab or library computer to become available
- Laptops can also be carried easily as they are lighter than books
- The students can organize it according to their preference and it is easier to do so than organizing hard copies of files and notes

Literature Review

Point	Authors
✓ Educational Policies for Primary/Secondary education E-g in Uruguay, Uganda, Netherlands	Poterba, J. M. (1996), Stevenson, L. B., & Howard. (2006).
✓ Educational Policies for higher education E-g in Australia, Pakistan	Mubin, D. S. (2015, May 20). PC-1 Provision of laptops. Laptop Scheme aims and objectives, E.Slavin, R. (2002)
✓ Impact of Technology - Majority rated technology as a must for academic purposes but the motivation levels were different among students (Bahawalpur research) - constant support, continuous training and local involvement are crucial as well	Jamil, A., Fehmeeda Rafique, & Shaheer Rizvi. (2014), M Streicher-Porte (2009).

Point	Authors
✓ Using Technology to Improve Literacy - positive effects of technology on learning to use technology itself, improved test scores, language acquisition, knowledge attainment, problem solving, motivation to learn, self-esteem etc	Kinzer and Leu (1997), Pearson et-al. (2005), (Ayersman,-1996; Boone & Higgins, 1992; Charney, 1994; MartinezLage,-1997), Zhao (2005), Boster (2004), Sandoltz et al. (1997), (Daniels, 2002; Ganske et al., 2003; Harvey, 2002).
✓ Using Technology to promote Equal Opportunity and to incentivize learning - E-g England, Saint Vincent and the Grenadines - students performed better and worked harder for incentives that were promised to them right after achieving grades required - Bihar Cycle Program	(Edutech, 2013), E.Slavin, R. (2002). (Nishith Prakash, Karthik Muralidharan, 2014).

Research Methodology

1.   Data collection:
     (i)   Qualitative
             a. Questionnaires b. Interviews
     (ii)   Quantitative

2.   Data analysis:
     - Descriptive analysis
     - SPSS

Qualitative Research

- Related to theoretical work.
- Helps in gathering information from source, and analyze the data as well as source.
- Just as objective as quantitative analysis.
- Along with detailed experiences, opinions and recommendations of people can also be analyzed.

Quantitative Research

- Focused on numerical and statistical representation of Data.
- Answers given are in the form of ratings/scale.
- Numerical values are analyzed and statistical analysis is used to compare results (e.g pie charts, bar graphs etc).

Questionnaires

- Primarily used to analyze or evaluate projects.
- Some advantages include:
  - Privacy   - Time saving   - Cost effective
- Our questionnaires was divided into 3 parts:
  1. Demographics
  2. Laptop specific questions (usage, role etc)
  3. General questions (Alternatives to policy, knowledge about scheme etc).

Interview

- defined as a meeting between people to evaluate qualifications or a meeting between people to gather and obtain information.
- We used a semi-structured/focused interview.
- In this type of interview, information related to the respondents past experience or an event is gathered.
- informal and free flowing discussion leads to additional and unanticipated information being gathered as well.

Research Questions

- Is the PM's laptop scheme a motivation for students to improve their academic performance or not?
- Has the policy been successful in what it aimed to achieve?

Analysis

- Link between the back end and the front end of the policy
- Two factors at the back end
1. Interview
2. PC1
- Three factors at the front end of the policy (Students)
1. Motivation
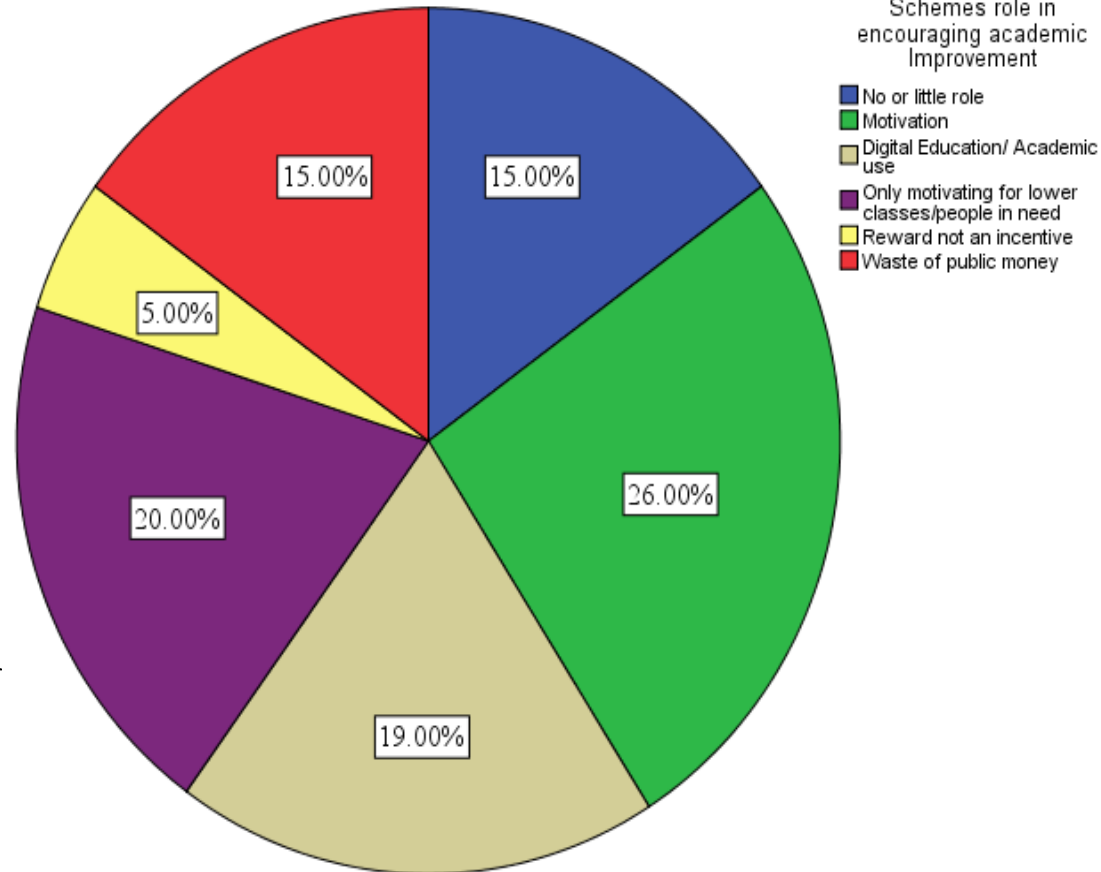2. Aims and objectives
3. Alternatives

Analysis-Interview with DGME

- Enabling Youth to be a part of the ongoing Technological Revolution
- Low class students are not targeted specifically
- IT acquaintance fruitful in the long-run
- Motivation definitely playing a role
- Laptops promoting platforms like the HEC Digital Library
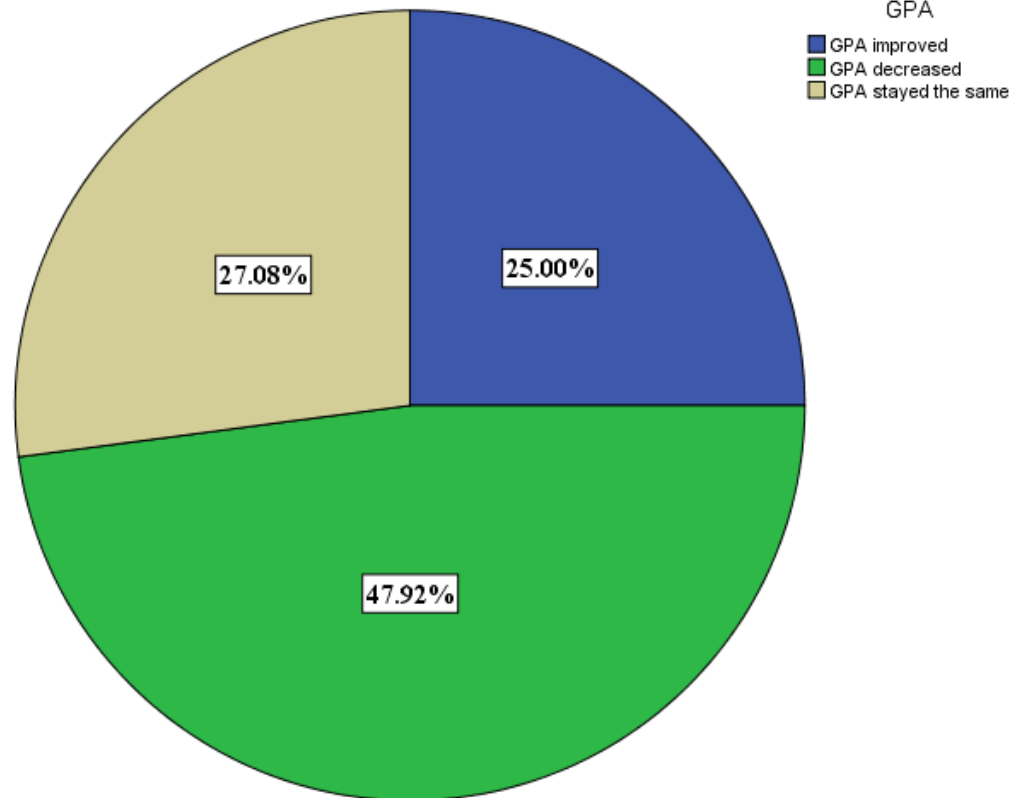- Aiding the top notch students

Analysis-Motivation

- Motivation as a tool to improve academic performances
- PM Laptop scheme does motivate (26%)
- Motivation-only for the lower class students (20%)
- Majority of students from upper classes (56%)
- Aim of bridging the digital divide (19% Academic use)

Schemes role in encouraging academic Improvement

- No or little role
- Motivation
- Digital Education/ Academic use
- Only motivating for lower classes/people in need
- Reward not an incentive
- Waste of public money

15.00%
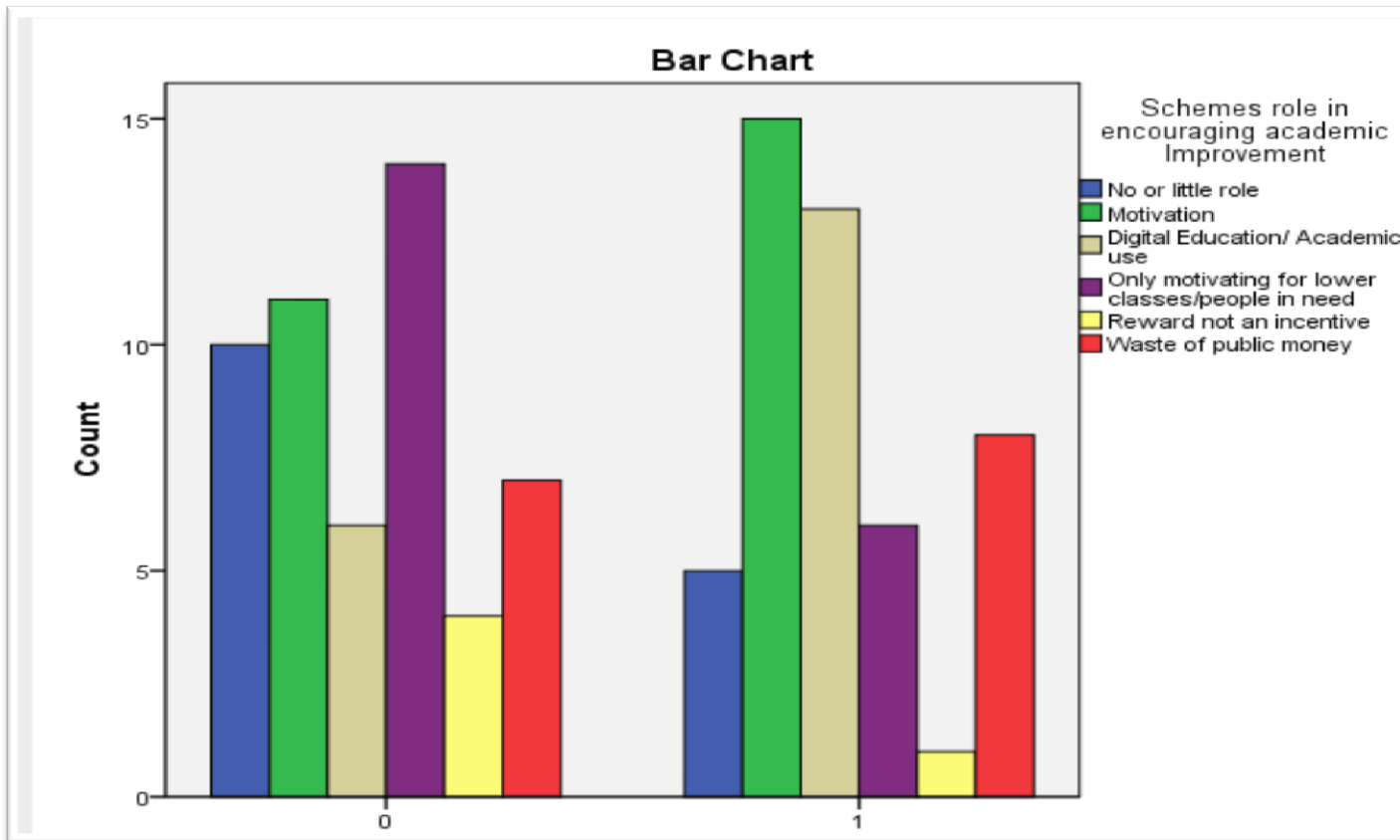15.00%
26.00%
19.00%
20.00%
5.00%

Analysis-Motivation and GPA

- Highest percentage of students experienced a decrease in GPA
- No motivation after receiving laptops
- Improved academic performance to receive laptops

GPA
- GPA improved
- GPA decreased
- GPA stayed the same

27.08%   25.00%

47.92%

Analysis-Motivation in comparison

Bar Chart

- Students without laptops consider motivation for lower classes
- No or little role factor
- 87% of the students primarily had laptops
- Digital Education as an outcome for students with Laptops

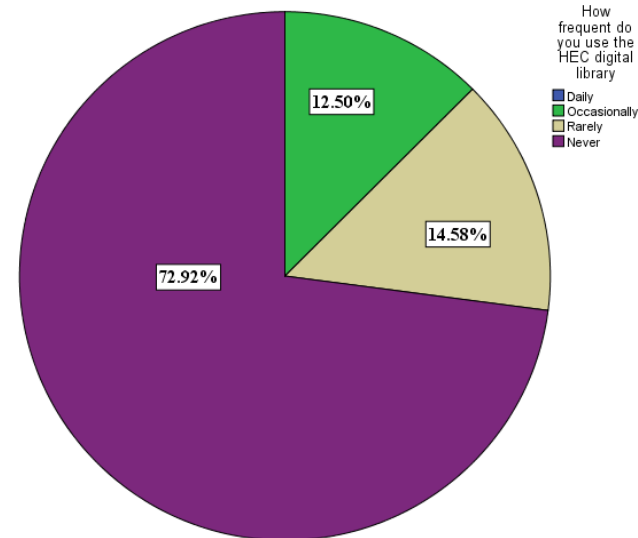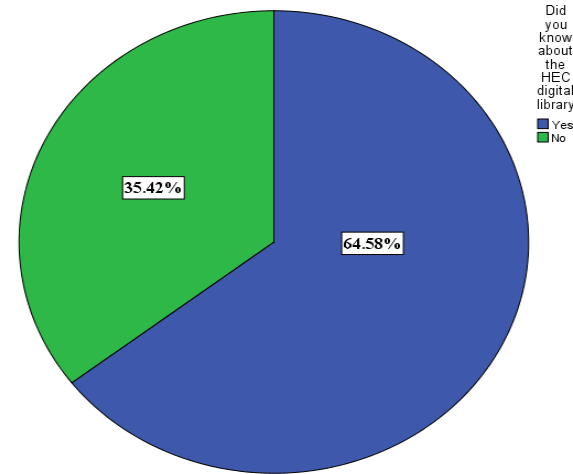# Analysis-Motivation with reference to Institution and Income Class

- NBS and S3H students rate motivation as playing the primary role.
- SEECS students rate the role of Digital Education as playing a primary role
- SEECS students also signify the importance of motivation for lower classes
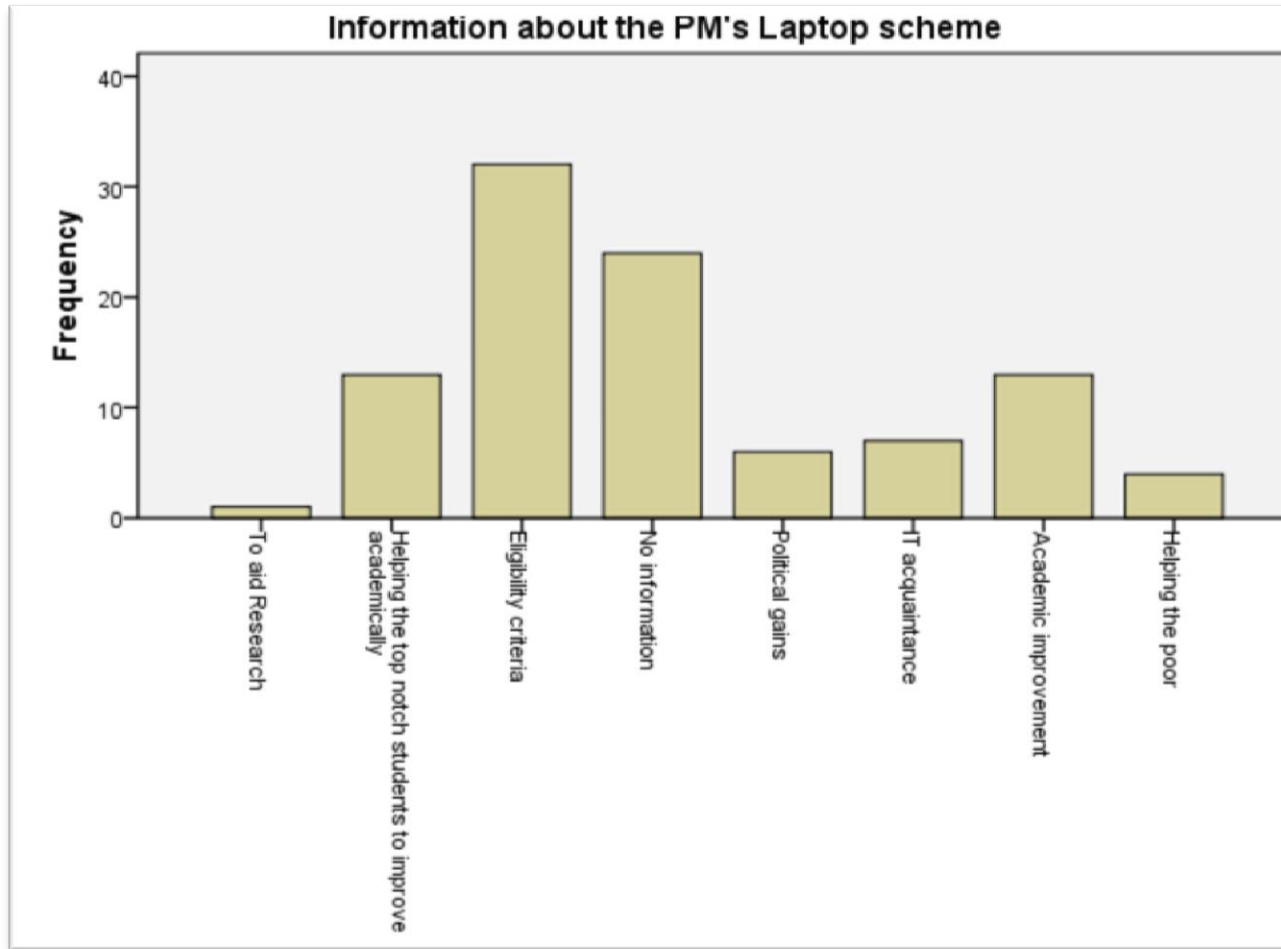- SEECS with the highest percentage of students from lower classes

Analysis-HEC Digital Library

- The HEC library as a failed objective of the Laptop Scheme
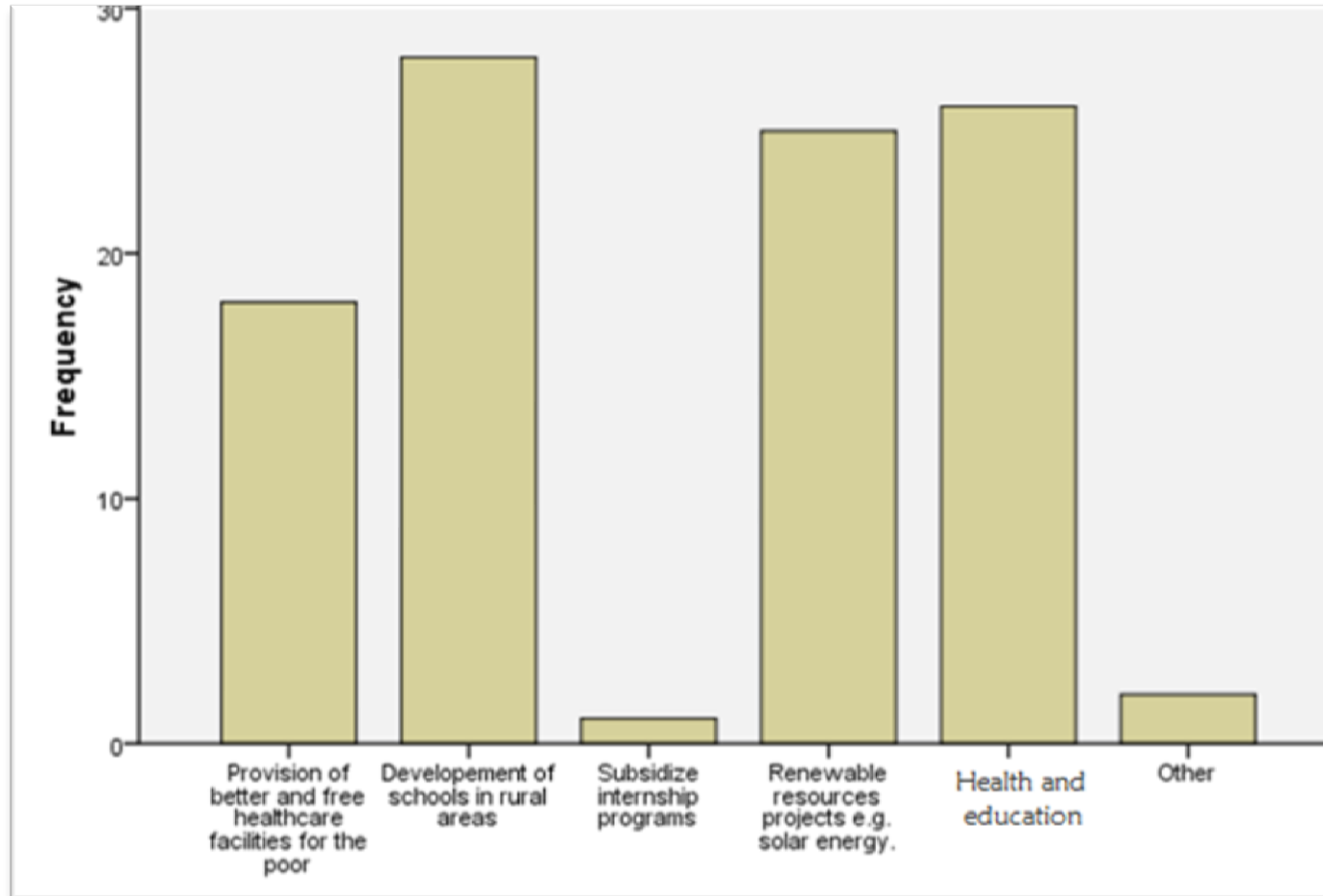- Majority of the students never use the platform

Did you know about the HEC digital library
- Yes
- No

35.42%
64.58%

How frequent do you use the HEC digital library
- Daily
- Occasionally
- Rarely
- Never

12.50%
14.58%
72.92%

Analysis-Information about the PM Laptop Scheme

Information about the PM's Laptop scheme

- Majority are unaware of the eligibility criteria
- Awareness

Analysis-Alternatives to the scheme

- The importance of rural areas
- Ongoing Energy Crisis
- Health as a basic necessity

Conclusion

- Back end cross-checked with front end
- Link made with the two research questions
- Scheme plays a major role in motivating students
- But GPA of 48% students decreased after the receiving the laptop
- Responses also revealed that it motivated students who belonged to lower income households (digital divide)

Conclusion

- Students from SEECS make use of the laptops for more academic purposes than others
- HEC Digital Library
- Development of Schools in Rural areas as one of the most important alternatives

Recommendations

- Cater to the students who belong to lower income classes
- This way the policy would be able to indirectly improve the overall academic performances.
- Create awareness
- Avoid extra costs
- Specialized educational policies for rural areas
- Adherence to digital library

Work distribution

CHAPTER	CONTRIBUTION
ABSTRACT	SHAHROZE & SHARAY
INTRODUCTION	SHAHROZE & SHARAY
BACKGROUND	SHARAY & SARMAD
LITERATURE REVIEW	SHARAY
RESEARCH METHODOLOGY	SHAHROZE & SARMAD
RESULTS	TALOOT & ZAIN
ANALYSIS	TALOOT & ZAIN
CONCLUSION	TALOOT & ZAIN

Thank you!