



Leadership Impact on Policy Implementation: A Study Among South Korea and Pakistan

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Abstract: This study deliberates the competence of present concepts of application in connection relation to two diverse models. In specific this paper examines the effectiveness of the South Korean government (successful implementation) in chasing policy goals and the problems of Pakistan (implementation failure) in trying to attain policy objectives. The implementation procedure is not effective if the policies are not valuable. Appropriate implementation happens when the circumstances and purposes of a policy are valuable and clear. Education of policy implementation is vital to deliver a common understanding of the assumed stages in the implementation procedure. Heads of state, business persons and the society are concerned in knowing how the implementation procedure takes place and how it can be developed. The paper investigates comprehensively many theoretic models of implementation. These models are discoursed on the writings examination. This justification is supported in this paper by experimental work drawn from an investigation of current implementation paper. This sector of the paper analysis also objectives to invent links among the consequences of the different writers conclusions and leadership. In terms of relevant paper to the policy implementation procedure, this writing found that there are numbers of elements for effective implementation of policy. This research also examine the part of “how leadership from policy makers is required throughout the policy invention procedure and how leadership is dynamic in order to effectively attain the aims of a policy”.

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INTRODUCTION

Nations with firm inclusion and strong economy are symbol of developed nations. If nations goal to attain these significant qualities, they should have a strategic education structure that assists the achievement of knowledge. Education assists a significant instrument to

attain social harmony and success. It also shows an enormous part on the self-reliance and monetary liberation of persons, main characteristics essential for the progression of the general public. Education develops strong standards needed for development such as socialization, association and citizenship. There is a strong link among education and the country’s economy.

Countries that offer strong assistance to their educational institutions lean to encounter the cultural, social and economic need of the society they rule. Most of the countries are familiar that education is a very significant element for achievement, few of the countries fail to provide adequate assistance to their educational institutions. This absence of adoption generally produces a negative influence between societies. If a country is having less educated society then the country is less developed and also there is possibility of higher rate of corruption.

This study deliberates the competence of present concepts of application in connection relation to two diverse models. In specific this paper examines the effectiveness of the South Korean government (successful implementation) in chasing policy goals and the problems of Pakistan (implementation failure) in trying to attain policy objectives. The paper discusses that the best existing model of policy application is the one offered by Cerych and Sabatier^[1], however, this paper also discourse the influence of leadership, a very significant feature present in their work ok policy implementation. The paper will hence shows a reform of the Cerych and Sabatier^[1] model. The implementation procedure is not effective if the policies are not valuable. Appropriate implementation happens when the circumstances and purposes of a policy are valuable and clear. Another feature of this paper is to state that leadership is dynamic in order to effectively attain the aims of a policy.

Education policy implementation is vital to deliver a common understanding of the assumed stages in the implementation procedure. Heads of state, business persons and the society are concerned in knowing how the implementation procedure takes place and how it can be developed. The paper investigates comprehensively many theoretic models of implementation. These models are discoursed on the writings examination. One of the models emphases solely on analysis and assessment of policies^[1]. This model will be used as a theoretic outline because of its effectiveness in investigating real world situations. The circumstances designated for this study deliver illustration of the achievements and failures of the implementation procedure in two diverse countries South Korea and Pakistan.

Pakistan attained independence in August 1947 from British colonial. The colonial era did witness some development in education. However, the development was mainly inadequate to what appeared as India. The areas including Pakistan were comparatively recessive in all respects, comprising in education. At the time of liberation, 85% of the people was uneducated and in the more recessive areas of the state, the knowledge rate was even lesser with the proportion for rural women therein being almost zero. It was perceived then that the duty of state building would not be attained without an educated

and expert manpower. The general primary education has continued a significant aim of all administrations. The significant possessions have been expended in generating new groundwork, services, numerous developments and structures have been initiated. Yet, the preferred development has not been attained.

South government took impressive steps towards education reform, since, its independence and gain huge success to implement its policies and reforms. Education is delivered by both private and public schools in South Korea. Both schools obtain support from the government, while the total that the private schools obtain is smaller than the total of the public schools. South Korea is one of the top acting OECD nations in education. The state has one of the world's main educated labor team between OECD countries. The state is well recognized for its passion with education which has to be termed education fever. The means poor state is constantly placed between the highest for worldwide education.

Review of implementation: As mentioned above in the introduction, the key reason of this study is to show the concept that models of policy implementation are not adequate in the consequence of management in the policy implementation procedure. This justification is supported in this study by experimental work drawn from an investigation of current implementation paper. This sector of the paper analysis also objectives to invent links among the consequences of the different writers conclusions and leadership. In terms of relevant paper to the policy implementation procedure, this writing found that there are numbers of elements for effective implementation of policy. Mitnick and Backoff^[2], consider that active implementation procedure happens when an incentive connection has been established among the representatives in charge of implementing the policies and the selected executives. The writer debate that an inducement can be defined as an inspiration tool, used by representatives or executives, that generates a positive actions and kindness, from implementers, towards an aim. Mitnick and Backoff^[2] indicate that a strong connection among representatives and administrators is required for successful operation. An additional motivating perception on what bring operation procedure effective originates from Tummers *et al.*^[3] which effort proposals an evaluation of Bureaucracy^[4]'s volume which was Street Level Bureaucracy, Dilemmas and The Individual in Public Services. Bureaucracy^[4], explains street level bureaucrats as civic agents that have direct dealings on a daily basis with people and that regularly turn to the use of discretion when acting their effort. Tummers *et al.*^[3], debate that current writings has not developed inquiry that studies the possessions of discretion in effective policy execution. The study main conclusion is that there are two possessions of discretion. First one is that, discretion

effects client significance because street level bureaucrats are further capable to tailor their judgments and the processes they have to follow to the particular circumstances and desires of their clients by Tummers *et al.*^[4]. Therefore, discretion delivers street level bureaucrats with the chance to apply their own verdicts when trying to fulfil the needs of the people. The writers also initiate that this discretion typically has a positive consequence for clients, in this case the people. Second verdict is that this positive consequence that discretion has on the users also has a positive impact on the implementation procedure, when street level bureaucrats observe that their effort is evocative for their users, this positively effects their willingness to apply it Tummers *et al.*^[4].

This research also examine the part of policymakers in policy execution and how leadership from policymakers is required throughout the policy invention procedure. The following sector will deliver a general outline of the diverse policy implementation models appropriate for this research.

Theoretical framework: The first element is the reform in system. Cerych and Sabatier^[1], discuss that the achievement or failure of policy enhancements determined on two modules, the structure modification imagined and their inside clarity and reliability.

The second element is the clarity of goals and aims. The authors write that the procedure of preparation is key in allocating common goals between the coping parties and that if the goals are predictable in an uncertain fashion which will authorize implementers to use option, the main aim of the objective can be at risk. Still, the progressive side of forming vague objectives is that their ambiguity can be useful in modifying to changing conditions^[1].

The third element is the sufficient fundamental model and possessions. Writers propose that fundamental associations should be understood and that implementers should have command over serious connections in order to attain the intentions of the objects. The writers also identify that modifications in economic and social conditions can effect a change in the plan of the program and that adequate financial resources are required in order to drive the policy onward. Cerych and Sabatier^[1] debate that in order to successfully execute a policy, the program should be allocated to institutions that assist its aims and objectives.

The fourth element is the restraint of education minister. This is a task of how many veto-permission topics are implicated in achieving program goals and to what level followers of those goals are delivered with encouragements and approvals adequate to pledge

acceptance between those with a possible veto Cerych and Sabatier^[1]. This section openly proposes that a series of command may be present in educational modifications.

The fifth element contains the existence of fixers. The writers writes that in order to attain effective implementation, followers of the policy require the interference of performers, outside the implementing institutions who are dedicated to the aim of the policy, who have the capability to carefully observe the implementation of the program and who have adequate possessions to effect verdicts of implementing mediators^[1]. Cerych and Sabatier^[1] claim that there are two kind of performers outside the organization that can be dynamic in implementing a strategy: menders and concern groups. The menders can be prominent policymakers that hold the policy and that are eager to observe the implementation of the program. Concern groups are also essential in order to offer significant quantity of possessions and authority to make the implementation procedure easier.

In summary, the theoretic model of Cerych and Sabatier^[1] debates that effective implementation of education modifications generally depend on the structure change and the assurance from implementer's officers and agencies to the purposes of the modification. It is frequently relay on the how fixers and interest groups charge on the mobilization of assist and on how the purposes were affected by modifications in economic and social sector. The model delivers good perception in terms of system modification in policy reorganizations, however, it shortages substantial indication on how the implementation procedure can be attained at the organizational level. This framework will be use as a source for the comparative investigation which brings a further section: leadership. This theoretic outline will also try to depiction comparative inclinations of achievement in South Korea and disappointment in Pakistan.

MATERIALS AND METHODS

This study will discourse the research design and methodology.

Comparative design: As the research emphasizes on linking two countries. The particular states for this study will be linked according to the most similar system type by Toshkov^[5] where related circumstances with different consequences are examined. This technique has been selected in accordance to the inductive method of the theory producing examination. Following Toshkov "Research proposal in political science", here, the constraint and result variables are taken into account

throughout the case assortment phase. The principles of the control and consequence variables are taken into account during the case assortment stage. The scholar choice cases that are as comparable as conceivable but vary in the consequence of interest. The assignment is to determine a modification among the cases that can account for the modification in consequence^[5]. The Most Similar policy is ideally used when scholars pursue to comprehend outlines of assortment by Castles. Cerych and Sabatier^[11]'s work was nominated as a theoretic outline because it instantly concern with strategy implementation in the education area. The goal of this effort is not to regulate which implementation model is the superior one but rather, using the case studies in an inductive method and the comparative process of the most related method, to classify additional significant feature which are critical to the achievement of the implementation procedure in the education area and which are not comprised in Cerych's and Sabatier^[11]'s work. In direction to attain this, first a parallel examination of each case study will be led tracked by a between-case comparison examination.

Case study of South Korea: This section covers the development of South Korean education policies over the past few years. The government of South Korea has attained impressive success in bringing education attainable to its nation. It is entirely inspiring to see how the education system of South Korea has been modified to the essentials of the economy and has shaped incredible assistances for the country, Kim^[6]. South Korea study case was showed after studying different blogs, reports, books, historical documents, newspapers, etc. In order to classify the conceivable effects of success and which features were significant for effective policy implementation.

Background of policy design

Economic development plans: Economic development programs were present in to practice by Korean government in 1962. The first two Economic development plans were mainly concentrated on the development of industrial and electronic industries 1962-1971. In this concern, the key purpose of the educational policy was to emerge a proficient and educated human capital to accomplish the desires of the economy. During this time most of the work prepared was focused on growing educational opportunities for children. The third plan focused on increasing of heavy industries and technical education at the secondary level was emphasized 1972-1976. The school programs were stressed in particular directions such as technology and science^[7]. The fourth strategy proposed to push the health, education and housing segments of the country 1977-1981. The last economic plan comprised a major education modification

which key objective was to "improve social harms linked with tough competition for college admission 1982-1986, Kim^[7]. At this time, the schools combined more essential subject's social sciences and geography to their curriculums in order to improve students with more general knowledge. Korea developed a more democratized country and the economy developed in the 1990's. South Korea stopped planning long term economic plans which intended a modification in the educational sector. They stressed its achievements in developing the quality of the education instead of concentrating on extension.

Consecutive analysis of policies: The Korean government commenced in 1954 to implement a program which intended to deliver free primary education. This determined plan was sponsored by the Korean Education Tax Act 1958 and United Nations Korea Reconstruction Agency-UNKRA. The program completed in 1959 and from then Korean government was spending their budget to almost 15% to construct new schools^[8].

Second plan for primary education was started in 1967 which concentrate on enhancing schools infrastructure. It also delivered students with free educational resources and textbooks. By the start of 1970's free education was accessible to all qualified children. After attaining common primary education, struggle for admission to middle schools became competitive. Students aimed to join middle school had to proceeds a tough entrance exam and most students choose to apply to best schools, secondary school seats were limited but most of the people chose best schools^[7]. In reaction to this issue Korean government determined to drop the entrance test and commence a lottery scheme to place students. This scheme placed students according to residence in place of test scores. After the lottery system was applied, the best middle school disappeared. Parents and students were satisfied with the new government strategy.

For the success of new plan, Korean government expand middle school and enhanced the circulation of resources between schools. Korean government applied the High School Equalization Program in 1974 which key aim was to balance the size of classes, spending and admissions high schools. This new policy presented a new admission system which mandatory expect students to take a standardized test for getting admission instead of institution's admissions test. The new policy was very effective and lead to a higher rate of admission in Korean high schools. The Korean government planned to expend in technical and vocational high schools during the economic development plan 1972-1976 which endorsed the progress of heavy industries. This expenditure was a reaction to the growing need of technical knowledge by increasing industries^[9].

The government of Korea modernize technical schools in order to offer students with particular and expert education. The new plan was switched with old plan in order to enlarge the need of labor from the industry and market. The universities admission quota was regulate by Korean government till 1970. The government of Korea took an assertive modification procedure in the field of higher education in 1980. This new modification presented a new systematize enrollment test. Additionally, government also enlarged the approval of private universities. The modification changed the new Graduation Enrollment Quota-GEQS with old enrollment quota system. In Graduation Enrollment Quota-GEQS twenty five universities were oblige to grant admission to 130 students but 100 were allowable to graduate. This modification was very effective and the number of admission was increased to more the 250% in 1980-OECD 2000.

Possible effects for effective execution

Centralization of administration: Ministry of Education has entire command over education systems in South Korea. The Ministry command enrollment and hiring of foreigner and facilitate them. Education adores autonomy from the government at the local level. The Local Education Autonomy Act was approved in 1991 and it delivered with autonomy in terms of planning, recruitment and procedures to local education authorities from K-12 education MoE in 1998. Following investigate how the resources were organized in order to attain education development in South Korea.

Funding: South Korea was actually very dedicated to assume an increase of the education system. South Korea spend a smaller amount of public spending in education than the mediocre of the Organization for Economic Co-operation (OECD's) countries.

To develop education expansion the government has enlarged public spending on the sector of education which is from 14% in 1960's to 21% in the 2000's^[10]. The government approved the Local Education Grant Act in 1971 which assigned a part of the internal tax revenue which was 11.8% to the wages and disbursements of primary and secondary education teachers. Moreover, In 1981 additional tax was enforce in order to deliver finance for the primary and secondary level of school buildings maintenance. The government assigns funds to local administration of education in the procedure of allowances for the both sources. The internal tax income funding was assigned through a method and the education tax was circulated according to the public of each area. Ministry of Education paid nearly 78.5% of the money signifying both source of funding^[11]. South Korean government initiated to offer funding for private secondary school in 1970. As cited previously, in 1971 private middle schools started to obtain public finding and

private high schools in 1979. This funding helped equalization of education in South Korea and now the excellence of education is the equivalent in the public and private schools.

Incentives to teachers: South Korea practiced a huge request for teachers in 1960. The government decided to execute a scheme of incentives to engage brilliant high school graduates in to an educator profession. The incentives comprised tuition relief for education majors in public academies and also getting relief from joining military service. The incentive method were tremendously effective and the output of teacher turn into larger than the demand by 1970. This consequence signified a great issue for the government of South Korean. The new employment structure was begin by the government in 1986 due to the overflow of teachers. A tough financial disaster smash the country in 1977, the government met strong demonstrations from teachers association and was pushed to decrease the retirement age to 62 which was 65 before. In captivating this extent the government also intended to reaffirm its teacher base and about 50,000 teachers were relieved by the year^[10]. The said stated growth education formed the following optimistic consequences:

- There was not a shortage of skilled labor
- The usual years of to the schooling went to 10.25 years from 5.74 years from 1970-1995^[11]
- The illiteracy rate dropped in 1970 from 13% to 2% in 1999^[10]
- The prospects of education were universal at the secondary level and primary level
- The performance of academic and attendance in school was almost the similar in girls and boys
- Development in universities were more than doubled during the last 3 decades
- The South Korean students are at the top of the countries of OECD in mathematics and science

In spite of all the said mentioned accomplishments, the education quality was still a matter in South Korea. A report from the OECD, revealed that Korea paid about partial as much per learner than all of the other OECD countries. Furthermore, students has to pay more with subjects, the method of knowledge was grounded on memorization and the classes are enormous in terms of students. Professionals have pointed out that the core flaw of the education system is the difficult central control of the government. Criticizers also consider that the central government has repressed the independence of schools at all the education level.

Efforts of Educational Reform in 1995: The Presidential Commission on Education Reform was initiated by former President Kim Young Sam established

in 1995 which would be the head of organizing the Education Reform plans. The plans had two brief objectives.

First, to eradicate bad applies of education such as 27 exam-oriented teaching and absurd charges for private coaching. Second, to advance the training of students for a knowledge culture. The Education Reform Proposals delivered three strategy references to attain these two objectives as stated before:

- Stakeholder contribution and deregulation
- Course modification
- Combination of education and ICT
- MoE in 1998, Financial commitment

Education Reform Proposals comprised in its program a change of the school's syllabus in direction to offer students with additional subjects. This new syllabus was termed 'The Seventh School Curriculum and mandatory students from first rank to tenth rank to take ten courses. Students were given the chance to register in no mandatory classes according to their talents and abilities from course eleventh to twelfth-MoE in 1998. The main aim of the new syllabus was to advance the student's performance according to their abilities. The Seventh School Curriculum also intended to advance the technical and occupational education system. Students were essential to proceeds courses for two years and work experience of one year in their particular areas of course at occupational high schools. The course also linked occupational high schools to technical colleges in order to guarantee student progress.

Case study of Pakistan: Pakistan keenly strive to advance its education system, since, 1947. Since, the independence, numerous policies and plans have been prepared by commissions that purpose to reinforce the education sector. However, policies and plans have practiced disappointments and obstacles in order to attain objectives and currently their completion is still suspicious. I am going to discuss a brief background of the education policy formation in Pakistan, it will also point out the likely effects that have directed policies to failure.

Background of education policy formulation in Pakistan: Planning Commission of Pakistan been in charge of expanding five year growth plans, since, 1950's. The government has introduced development programs since 1955. It is remarkable to highlight that in each of these plans the Ministry of Education (MoE) organized policies to progress the educational structure. The Ministry of Education (MoE) first introduced their policy in 1959 and focused on the structuring of National Education Commission. The key objective of National

Education Commission was to give proposals and recommendations for the progress of an educational system suitable for the requirements of Pakistani nation. Since then every governments delivered related policies during their particular terms. It is claimed that in developing countries the collapse of educational strategies is directly connected to issues in policy execution. Numerous teacher education plans executed by the government were not associated with the policy aims of the programs. Some of the objectives for education policies in Pakistan followed are: accomplishment of overall literacy, general primary education, decline of student dropout and progress of the standard of the education. However, practically all of the programs have failed in the attainment of goals. The objective of attaining universal primary education was assisted to be practiced by 1967 and till now it remains a dynamic issue in the education system of Pakistan. Another significant example of collapse is the five year plan from 1970-1975, in where "the importance given to education in the drafting of policies, however, has not always been imitated in the execution of plans", Planning Commission, 1970, p 143. The program was not competent to attain its objectives.

Objectives: Pakistan signed Dakar Framework for Action and committed to attain six education objectives by 2015 in April 2000, Dakar Senegal. In this segment I will explain how Pakistan has managed in trying to attain each of these objectives. All the information and data were collected from Pakistan Education for All Review Report 2015.

Objective 1: Improving and growing broad early childhood education specifically for the most vulnerable children. There are two sorts of pre-primary education in Pakistan: "Katchi" poor public primary schools and private good early childhood education schools. Katchi poor public primary schools are having numerous concerns. Teachers who teach in these schools are not well organized and they are overcome with extreme work. Teachers are essential to consecutively teach first and second grades. Children who appear Katchi schools are only capable to study basic knowledge such as alphabet and numbers. Furthermore, situations of the classrooms are bad and not useful. In private childhood education schools the scenario is diverse. Private schools equipped with well-mannered and trained teachers. The situations of the classrooms is very decent. These sort of schools are situated in the city areas where kids from rich families are enrolled. The methodology of teaching in public and private schools is dissimilar. In public schools the course follows a curriculum that is set by the government while in private schools follow an education system which is mostly child-centered. The dissimilarities in teaching

practice are certainly a factor in education quality. The government is trying but still not competent to develop the quality of Katchi education in schools because the curriculum for national education is only applied in certain schools and its assistance originates mainly from contributors. There are lack of resources for public schools, an operative teaching methodology and well organized teachers. For this cause Pakistani government failed to attain objective one.

Objective 2: It focuses the all the children especially girls and children associated to different minorities and groups have to approach to good and free primary education. Pakistan is struggling to achieve its goal of universal primary education. This neglect is frequently due to lack of girl's schools, lack of budget provisions, lack and deficiency of well trained teachers, absence of basic services such as proper maintenance of school, water in schools, poverty and no rule of law. Only two thirds of children joining schools make it up to 5th grade because of poverty, absence of schools, lack of capable and brilliant teachers, bad quality of education, bad condition of law and order. For this cause, the Pakistani government failed in trying to attain second objective.

Objective 3: Over the last decades the youth literacy proportions have increased with at a very slow rate in Pakistan. The core reason for this collapse is the absence of funds allocated to the education division. Government ignored vocational and technical learning has also been disregarded by the government which damages the economy.

Objective 4: Pakistan planned to attain progress in adult literacy and equal access to education, especially for women by 2015 but unfortunately the country failed to attain its aim of achieving universal primary education. The program design for achieving universal primary education is not effective and also there is insufficient allocation of budget. According to the Pakistan EFA review report 2015, the literacy rate in Pakistan is 56%. Pakistan is having a population of 52 million adults who are illiterate, in which about 65% are women. This figures clearly stated that Pakistan has also unsuccessful in trying to achieve objective four.

Objective 5: A focus for achieving equality in primary and secondary gender education in 2015. Also to ensure full and equal access to basic education for girls was planned. Country is feeling lack of trained and skillful instructors and most of the schools are far. The conservative culture and law and order situation is a barrier for girls to continue their education. It clearly says that due to stated reasons Pakistan failed to attain objective 5.

Objective 6: Ensure to progress the excellence of education, especially to make sure about the education, knowledge and skills of instructor. Education background of instructors in Pakistan are having degrees in their major fields, however the performance of students are not good. The education quality in Pakistan is very low. Quality of education depends on the school's condition. Schools condition is key to deliver good quality of education. Pakistan has performed better in qualifications of teacher's, significant achievements such as improving sanitation and student's performance are needed to achieve objective.

Policy failure

Unclear objectives: It is supposed that most strategies are not effective in order to overcome from previous failures of policies. Governments need to plan or involve into programs that comprise determined objectives which are idealistic^[12,13]. The cause of program failure is the absence of reliable and compact data for educational planning. Ahsan^[12] and World Bank^[13] has revealed that there is an enormous difference in official papers that comprise general statistics such as the calculation of literacy rate. Pakistani government openly talked that there are some contradictions in statistics and committed to overcome the issues. Reliable data improves the capability of policy makers to simplify policy objectives and to plan implementation strategies. An article by Mohamid Ibrahim's says that "Government should plan a vibrant and clear set of concepts, idea and practice available resources and tools to deliver the consequences that citizens assume I would propose to progress government's capability to achieve risk and deliver results. This can be attained by a modification to data-based policy making by Ibrahim.

Political engagement: Political dedication by leadership is serious to the accomplishment of a policy by Sabatier and Mazmanian^[14]. McCourt debated that the shortage of political dedication of governments is the key reason of collapse in policy modifications. Governments have managed poorly in delivering political assistance to policies in Pakistan. Every government lean to suspend the programs implement by the previous government. New selected administrators are assumed to support the progress of education in their regions by allocating adequate assistance to programs keen to the progress of education. The situation in Pakistan is entirely diverse since selected administrators lean to reward political followers with teaching jobs that contain assistances and job agreements. Parliament members also involve in depraved practices such as using their power to increase their chances of getting reappointed. These kind of performs are definitely damaging to the progress of the education structure. This lacking leadership takes a

harmful effect on policy execution since administrators don't get political assistance to correctly achieve their tasks.

Governance concerns: The educational structure was never shaped to catch up with the repetitively altering educational structure in Pakistan. An argument by Muhammed *et al.*^[15], that this error happened because "Political determination was originate lost in command to execute the policies in agreement with the purpose to affirm the better governance and deliver the good results at school level (p 309). Winkler and Hatfield stated that Pakistani government executives and officers are not entirely enlightened of their duties and responsibilities. They debate that mediators frequently struggle to classify in which responsibility they have to involve and how well-organized the duty should be accomplished^[16]. The issues of corruption and good governance signify an enormous obstacle to effective policy execution in Pakistan. The bad collaboration among government administrators and politicians is possibly the core reason of ineffectual governance. Another reason might be the absence of collaboration amongst the organizations of government and their absence of belief and disregard take to the appearance of "clearance points" that are injurious to the execution of policy by Sabatier and Mazmanian^[14]. The stated issues can be demonstrated in the policies of education that include public involvement in the state. Recently the state is facing significant stress among district and provincial administrations due to a growing vagueness in duties and responsibilities. World Bank^[13], stated that Pakistan is suffering from serious accountability issues and corruption problems that are influencing the execution of policies in a harmful way. Pakistan ranks in number 117 in corruption by Transparency International Corruption Index 2018.

Involvement of bureaucracy: The education sector in Pakistan is significantly centralized and it does not respond to the requirements of its people. Education system is vastly centralized in Pakistan. The interference of bureaucracy with the lane of funds and data. There is another issue that the administrators don't have sufficient time to allocate the important matters like design of program, execution and monitoring^[17]. This issue is an enormous task for attaining active local governance in the state. Significant plans and missions are frequently slow down because of corruption, a preparation that bureaucrats apply in order to retain voted politicians in office. Furthermore, governmental actions at the local level are not ambitious by request but pressed from the center and public do not endure any ownership^[17]. In Pakistan there are two levels, federal and provincial government. Pakistan is facing the issue of centralization of power by bureaucracy, political parties, security agencies and decision makers are ruling and running the

districts, tehsils and town councils by unelected bureaucrats^[17]. This issue directed to political instability. Government do not seek advice from the education authorities while designing policies and programs which lead failure of the program.

Human and financial resources: Human and financial resources are significant components that endorse the effective execution of policies, specifically if a policy requirements a new staff employment system by Sabatier and Mazmanian^[14]. During the last 60 years Developing countries have involved in spending budget to endorse the education development. Resources for educational development are not adequate to discourse the necessities of the education sector. It's difficult to attain the implementation of the educational policies due to the small number of investment and less existing budget. Another serious issues that the educational budget is assigned according to the economy growth rate. It is also relevant to indicate that on numerous times the funding is not fully used which is allocated to education department which lead not to attain the expected outcomes of development. The reality is that the rate of education per student increases due to the mismanagement of resources.

Foreign credits: Pakistan is depending on foreign financial aid to execute its policy plans. Pakistan dependent on the foreign aid since independence. Pakistan obtains foreign aid from numerous international organizations and countries which include International Monetary Fund (IMF), United States, China, Saudi Arab, France and some other countries. Policy modifications in Pakistan are connected to the loans from foreign which cause the impact in politics by other countries and financial institutions. One of the example since the begin of the Afghanistan war, the financial aid comes from the United States for the Coalition Support Fund is using for eliminating the terrorism in the region, for which Pakistan has to follow the instructions from United States.

RESULTS AND DISCUSSION

Analysis: This theoretic model of this writing describe the failure of the education system in Pakistan and the attainment achieved by the South Korean government. Cerych and Sabatier^[1] debate that the following part should be methodically evaluated: changes in the system, the clarity of objectives and the interference of menders. These fundamentals will be examined for Pakistan and South Korean government case studies.

Analysis of Pakistan

Degree of change: The accomplishment or failure of policy modifications depend on two components of the goals "quantity of structure modification imagined and their inner clarity and consistency argued by Cerych and

Sabatier^[1]. The system of education are designed by all the organizations that offer educational public and private services to their particular students and faculties. The structure also comprises institutions in custody of dealing and modification of schools. The education structure in Pakistan has perceived immense changes since last few decades. The government nationalized the private education in 1970, government took back decision due to lack of resources and other issues. The private institutions came back and delivered educational facilities to the state that the government failed to provide in 1979. According to the Pakistan Economic Forum 2013, >30% of students joined private institutes which contains low and middle sector of the population. The (CARE) Cooperation for Advancement Rehabilitation and Education are trying to deliver financial support for middle and low class families to support their children so they can continue their education private institutions. In educational system numerous constitutional modifications have been made.

The Pakistani administration in Pakistan sanctioned the approving in the constitution in 2010 as 18th amendment which gave numerous task of the education to the provinces. The task of giving educational facilities to the provinces was shared among the federal and the provincial governments before the amendment was approved. The federal government liberated from educational tasks in the provinces after new amendment. This new amendment caused a negative response from the citizens and in 2011 it was confronted in the Supreme Court of Pakistan which lined that the government cannot liberate itself from the responsibility of being answerable for the education sector. In comeback, the government simplified the Ministry which was named as Ministry of Professional Education in to the Ministry of Education and Training. However, since its formation the task, objectives and purposes of the new ministry are still not clear and imprecise. In Pakistan the Higher education is also fronting important tasks. The Pakistani government obviously preferred the primary education and left the higher education. To maintain the balance among the primary and higher education system, the government shaped the Higher Education Commission (HEC) in 2002, a self-determining and independent body that intended to appropriately fund and control the higher education in the country. The Higher Education Commission (HEC) carried positive modifications to the higher education. But, as of today the commission has faced numerous budget cuts and has been transformed into a political conflicts. There are few forces in the country that can fetch a positive change to the existing condition.

One of the force is the new generation. Knowledge, technology and globalization have complete the new peers extra familiar of the diverse issues that the country is challenging. Pakistani youth are doubting about their government decisions and are continuously demanding for a better education quality.

Second force is the altering political system that is now trying to modify the new prospects of Pakistani citizens. Military rules the country, so, many times in Pakistan and military is having huge power and support in Pakistan therefore most of the politicians do not have hope to get reelected which lead government agent and politicians to gain their personal objects instead of serving the country and nation. Now the people change and nation is having more impact of deciding who should be elected and lead the nation. Last military dictatorship which starts from 1999-2007 was over due to the nation civil acts and public demonstrations. From 2008-2013 and 2013-2018, new democratic government was in power, these two government completed their tenure of 5 years and public keep changing their decision to reelect same politicians due to their fake promises and not working accordingly for the benefits and welfare of public interest. Recently new elected government is in power and public voted for them because they raise public voice for the accountability and the demands of the citizen, if the government will not work according to their promises then there would be no chance for them in the coming elections.

Media and social media is the third factor of force for bring change in Pakistan. Media role cannot be ignored due to their effective contribution for the democracy in Pakistan. Media is paying a vital role to express citizen views about the functioning of government and their policies. The media has also functioned as an instrument of political accountability by regularly providing reports that cover official's negligence, abuse of power and corruption. This role of media has forced civil servants and politicians to advance the services and has also improved the transparency procedure in government.

Change of fourth force is the nation disapproval to restraint from the government. Pakistani youth have openly voiced a big dissatisfaction on government role on education sector. British Council Pakistan^[18] report exposed that 92% of Pakistani youth stated that their system of education is extremely in need of a modification and 48% Pakistani youth stated that the level of education they are getting is not adequate to compete the expertise that the recently job market is expecting. Youth in Pakistan is suffering from two major problem, low literacy percentage and growing inequality of opportunities. According to Pakistan Economic forum report 2013, about 55% of adult and 71% of adult between ages of 15-24 are literate. Most of the students fail to complete a school year. Students who fail to complete school year are ascribed to the absence of teacher's commitment, incompetent and low feature school programs. The education facilities are not similar for all the citizen. The level of education is better in urban regions than the rural regions. Educational system is also facing gender inequalities. The >50% girls living in rural

regions are not able to join primary school and >75% don't attend school. A better reform system should be implemented for the effectiveness of the education program. The government should hire such people who are good in implementing policies and expertise in the field of education.

Clarity of objectives: The government should emphasis on their endeavor in growing the registration of students, decreasing in gender discrimination, classes, regional (urban or rural) and in improving the education quality. It is significant for the government to apply all exertions consecutively and equally at all educational system. The current system of discrimination in gender and regions problems must be in a priority in reform agenda while these problems can be simply go ignored while executing the reform.

Key areas for achieving goals: If Pakistan goals to acquire positive consequences out of the reform, they should emphasis in refining four sectors that are enormously significant for the educational system. These four sectors are: governance, human resources, academic program and financial resources reform. The government should work competently in order to get the positive result of these reforms. Governance it encircles four diverse components:

- Bureaucrats should be accountable who are affiliated with the educational system
- Effective performance of execution teams
- Development connections among public, private and civil sector
- Effective program evaluation

Fixer's intervention: Cerych and Sabatier^[1] debated that followers of the policy wants the involvement of outsider implementing institutions performers who are dedicated to the objective of the policy who is having the capability to diligently observe and monitor the execution of the program and adequate possessions to effect verdicts of executing agents. These performers are also identified as fixers. Legislature in Pakistan, with backing of fixers, permitted the approval of the 18th modification to the constitution which substitute numerous responsibilities to the provinces of the education division. The modification exempt the federal government from responsibilities of education in the provinces. This initiated negative response from the people and was confronted. In 2011 the Supreme Court reigned that the government cannot exempt itself from the duty of being the source of education. This revealed the ineffectiveness and dreadful association of fixers. There is a need to make a reform primacy on public agenda. In Pakistan two elements are existing which are problem and political stream. The

disparity of education problem is extremely noticeable in Pakistan and politicians are trying to suggest resolutions for getting votes.

The main trial is to support the solutions. Solutions to the educational problem which can be attained through research directed and supervised by specialist and professionals from the academia. If strategy stream/policy is attained, than these policy keys would be showed to political leaders who support the reform, so, they can promote action. Another trial/challenge that the government is fronting is the modifications in the constitution that are affecting the educational sector. Another main obstacle of the reform is the implementation. The core query is which fixers group will be capable to emerge the reform in education. Pakistan has resisted in applying reforms since there is an absence of pledge from leaders and also a lack of ability and capability. It is possible if Pakistan desires to appropriately implement a reform, a resilient harmony and obligation among the bureaucrats, citizens and leaders. A resilient leadership and expertise are required to form a harmony.

South Korea analysis: South Korea tested a rapid growth in economy from 1960's-1970's. In reaction to this progress, a measurable development in student facilities and teachers were decided by government. The number of students are rapidly increasing, as a outcome the capacity of students are increasing in schools and classrooms which effect teachers who are not proficient to deliver quality level of education. In addition, South Korea had insufficiency of teachers in 1970's and for this cause they planned to shape an education system with adequate and capable teachers. South Korean government implemented a policy that contained in giving high wage teachers, giving them high social position and job security. The objectives of the policy were attained and became effective. As present teaching is the favorite profession between South Korean citizens. South Korean government followed a strong education modification that comprised the following objectives:

- Establishment of a Graduate School of Education for training of teachers
- Cancellation of the middle school entrance examination
- Advancement of universities at the community level
- Institutionalization of a general admissions exam for universities
- Transforming particular high schools to colleges for 2 years that offer primary school teachers training and also upgrade institutes for four year program that offer training to teachers of secondary school

These 5 goals were magnificently attained. The government continued to modify the educational system in 1980's and working to develop the education quality.

Since, few decades important qualitative educational modifications were made. One more significant alterations to the education system comprised the structure of a broadcasting path for education, the outline quota scheme for graduates, formation of Act for Social Education and Early Education Promotion. The Educational Reform Commission in 1985 was established who gave education consultancy to the President. The core objectives of this commission were:

- Enhancement of college admissions procedure
- Enhancement of education facilities
- Improvement for the teachers in the sector of science
- Improvement in the sector of education at university and college level
- Boost independence in the education sector

All of the objectives were achieved remarkably. In South Korea the system of education intended to formulate solid foundations of education during 1990's. The Education ministry modified the structure of educational organization and government forced for the planning of new strategies and policies that improved the independence of educational institutions at local level. The government objective in the education sector were:

- To build an education welfare which can growth the element of obligatory education
- To build more secondary school
- Availability of universities for the citizens in order to increase the economy and country's growth

CONCLUSION

The modules of each case and consequently directed an investigation of the possible failure sources of policy execution in Pakistan and achievement in South Korea. As revealed in the study, operative centralization, uses of management resources, resilient political commitment and vibrant objectives are main in order to effectively accomplish and effective implementation of policy.

A comparative investigation among South Korea and Pakistan in connection to the theoretic context. Cerych and Sabatier^[1], claim that the degree of change in the system, the simplicity of objectives and the involvement of the fixers are main features that directly influence the consequence of policy implementation. In this study, I was competent to observe that the less political modification, realistic and vibrant objectives during the formulation of policy and the appropriate involvement of groups and leaders assisting the implementation procedure are aspects that central to and effective execution of policies. One of the core sources

for policy implementation failure in Pakistan was the political system practiced a lot of modifications. The structure has bounced back and among military governments and democracies forbidding political stability.

Another source that the political leaders not have idea and knowledge in the policymaking sector and they were not involved when framing policy objectives. The source that directed to policy collapse was that the involvement of lawmakers were not expert because they approved laws that are unlawful. Other side, South Korea only practiced one main political change in 1988, when the state became democratic. The armed government relish solid firmness under the central of Pag Chong Hi. The South Korean controlling public intelligently framed policy goals that were professionally accomplished and also delivered support to concern groups, fixers that executed statist policies very competently.

While directing the comparative investigation I came up with the core verdict that the role of leadership is dynamic in attaining suitable policy implementation. Most of the effective policies executed in South Korea came under the leadership of General Pag Chong Hi. Furthermore, I linked the features behind the leadership beliefs of South Korea and Pakistan and originate out that cultural ethics have a direct influence in the quality of leadership of countries. South Korean leaders followed determinedly to the Confucian beliefs while Pakistani leaders only sight the beliefs of the Qu' ran as symbolic and did not relate them while designing policies.

It is clear that the leadership has a strong effect in the success of the policy implementation procedure. The study initiate that a leadership understanding and features as culture is required if important harms of policy implementation are to be control.

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