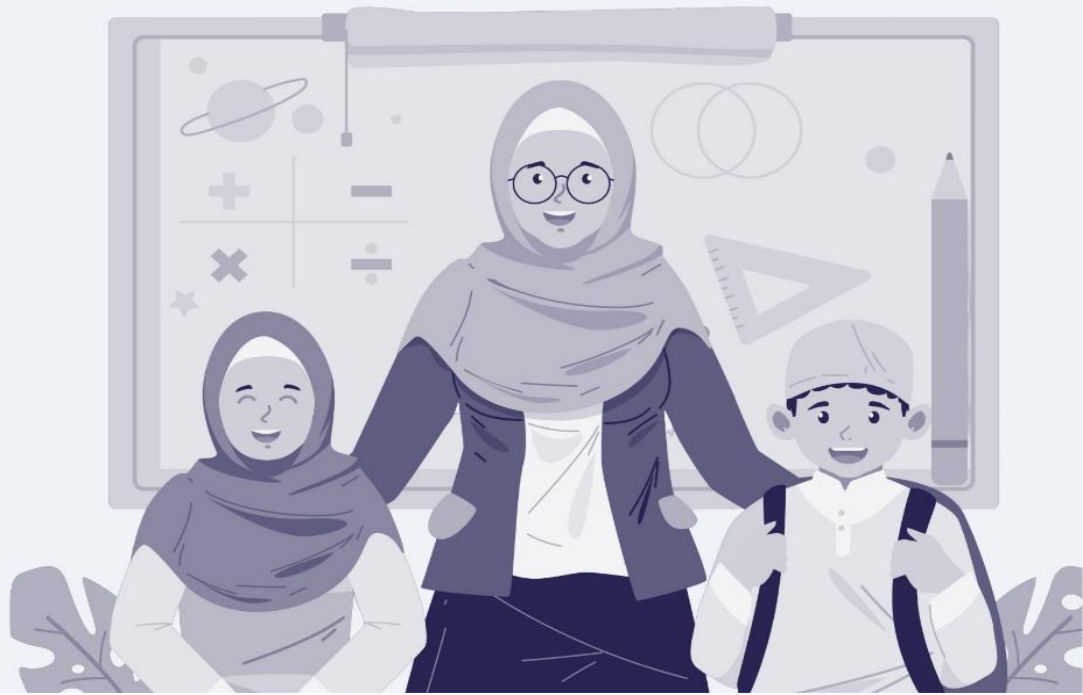




Gallup Pakistan Analysis of AESR-Pakistan 2025 Teachers of the Nation



PRESS RELEASE

Gallup Pakistan Analysis of AESR-Pakistan 2025

52% Government vs 39% Private Teachers Hold Master's Degrees; B.Ed Qualification at 41% vs 33% Respectively (ASER 2025)

Islamabad, June 17th, 2026

Teachers form the backbone of any education system, and their qualifications play a central role in shaping learning outcomes. While much of the education discourse in Pakistan focuses on access, infrastructure, and enrollment, the characteristics of the teaching workforce—particularly their academic and professional qualifications—remain equally critical in determining classroom effectiveness. Analysis of the ASER Pakistan 2025 dataset provides important insights into who is teaching in Pakistan's schools and how teacher profiles differ across government and private sectors.

What is the Big Data Analysis Series by Gallup?

Gallup Pakistan's Big Data series was initiated by Bilal I. Gilani, Executive Director of Gallup Pakistan. As he explains: *"Pakistan does not suffer from a lack of data, but from limited accessibility and weak translation of numbers into understanding. Gallup Pakistan bridges this gap by analyzing large, often under-used datasets — from PSLM and Labour Force Surveys to Economic Surveys and National Census data — so these statistics can meaningfully inform policy and public discourse."*

What data points this current edition covers:

This analysis is based on ASER Pakistan 2025 (National, Rural-Urban) teacher-level data.

Indicators covered:

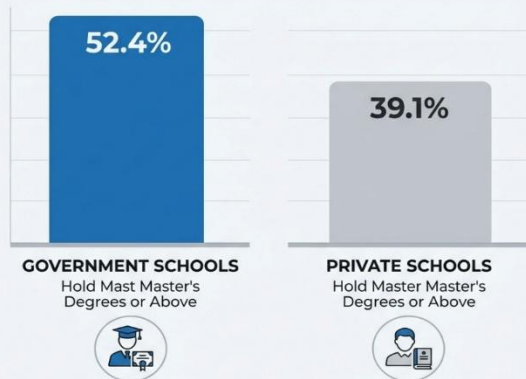
- General academic qualifications of teachers
- Professional teaching qualifications
- Distribution across government and private schools

Categories analyzed:

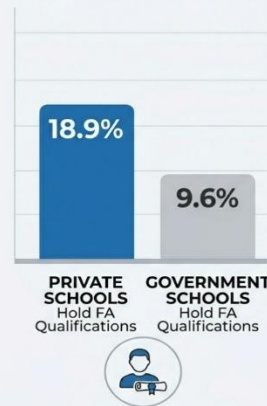
- Matric, FA, BA, Master's and above
- Professional certifications (PTC, CT, B.Ed, M.Ed)

52% Government vs 39% Private Teachers Hold Master's Degrees; B.Ed Qualification at 41% vs 33% Respectively (ASER 2025)

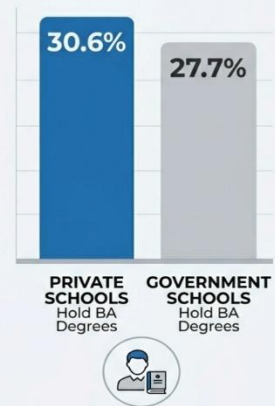
Advanced Qualifications among School Teachers in Pakistan



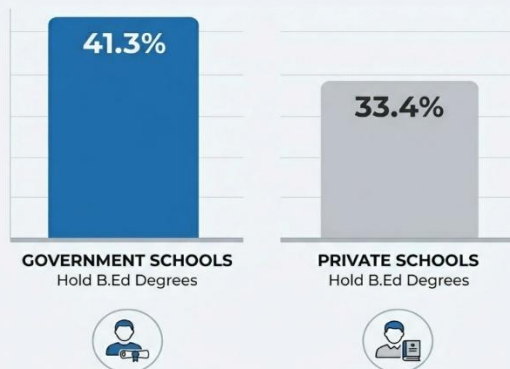
FA QUALIFICATIONS



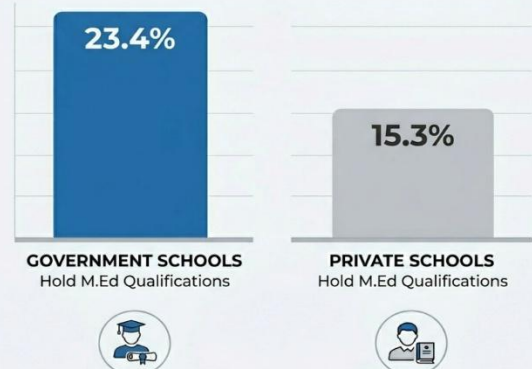
BA DEGREES



Professional Qualification among School Teachers in Pakistan



Professional Teaching Qualifications Are Stronger in Government Schools



Private schools show slightly greater reliance on certain lower-tier professional certifications, with **12.4%** of teachers holding CT compared to **9.9%** in government schools.

Overall, the public sector appears to have a stronger concentration of highly educated and formally trained teachers, while the private sector has a broader concentration in intermediate and undergraduate qualifications.

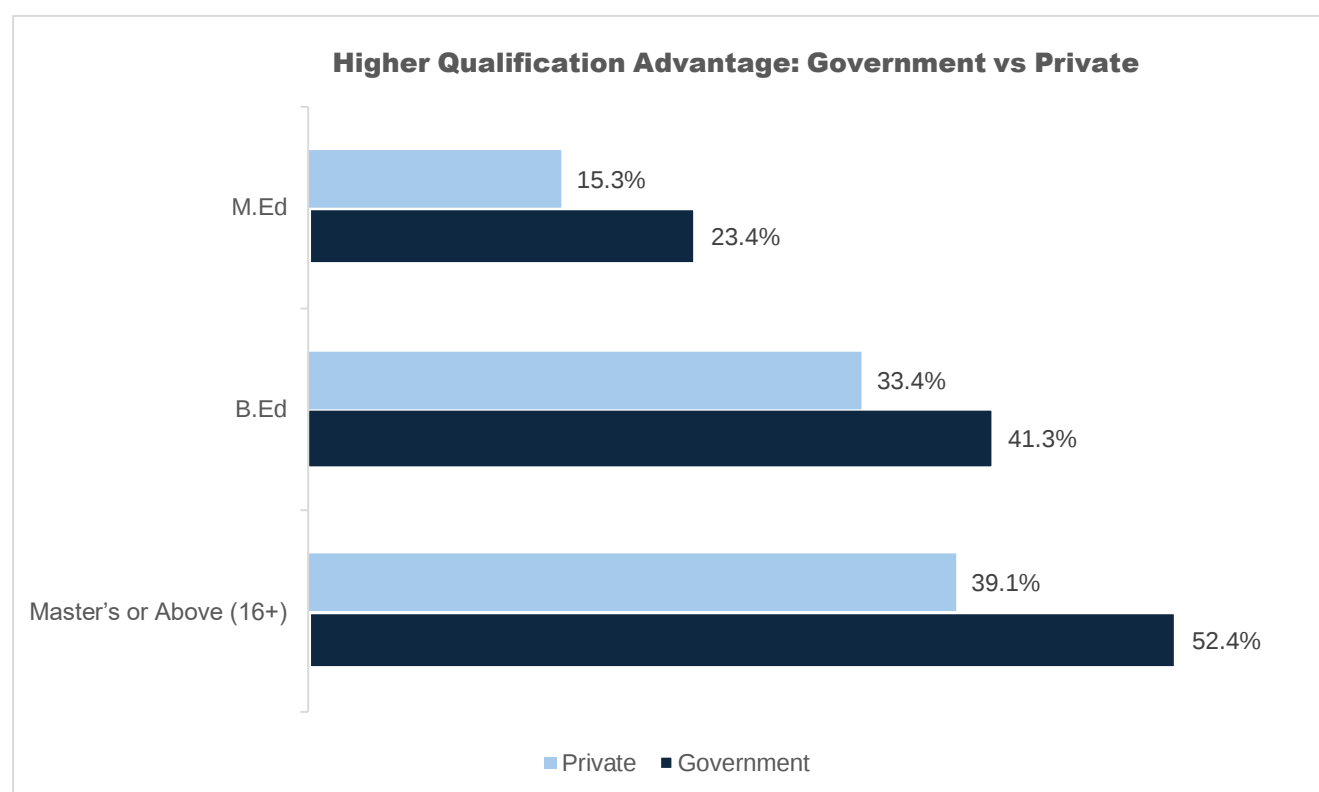
Key Findings:

1. Government school teachers are more likely to hold advanced academic qualifications, with 52.4% holding Master's degrees or above compared to 39.1% in private schools.
2. Private schools rely more heavily on teachers with mid-level academic qualifications, as 18.9% of private school teachers have FA qualifications compared to 9.6% in government schools, while 30.6% hold BA degrees compared to 27.7% in government schools.
3. The share of teachers with only matric-level education is relatively low in both sectors, standing at 5.2% in government schools and 6.4% in private schools.
4. Government teachers are also more professionally qualified overall, with 41.3% holding B.Ed degrees compared to 33.4% in private schools.
5. Master's in Education (M.Ed) qualifications are substantially more common in government schools, where 23.4% of teachers hold this qualification compared to 15.3% in private schools.
6. Private schools show slightly greater reliance on certain lower-tier professional certifications, with 12.4% of teachers holding CT compared to 9.9% in government schools.
7. Overall, the public sector appears to have a stronger concentration of highly educated and formally trained teachers, while the private sector has a broader concentration in intermediate and undergraduate qualifications.

1. Government Teachers Are More Likely to Hold Advanced Degrees

Government school teachers are significantly more likely to possess higher academic qualifications, particularly at the postgraduate level. With 52.4% of teachers holding Master's degrees or higher compared to 39.1% in private schools, the public sector demonstrates a stronger presence of highly educated teachers. This reflects more formalized recruitment standards, higher entry requirements, and relatively structured career pathways within government systems.

At the same time, lower proportions of government teachers fall within mid-level qualification brackets such as FA, suggesting a more compressed distribution toward higher education levels. This pattern indicates that government schools may prioritize academic credentials as a key hiring criterion, potentially reflecting regulatory requirements and standardized recruitment processes.

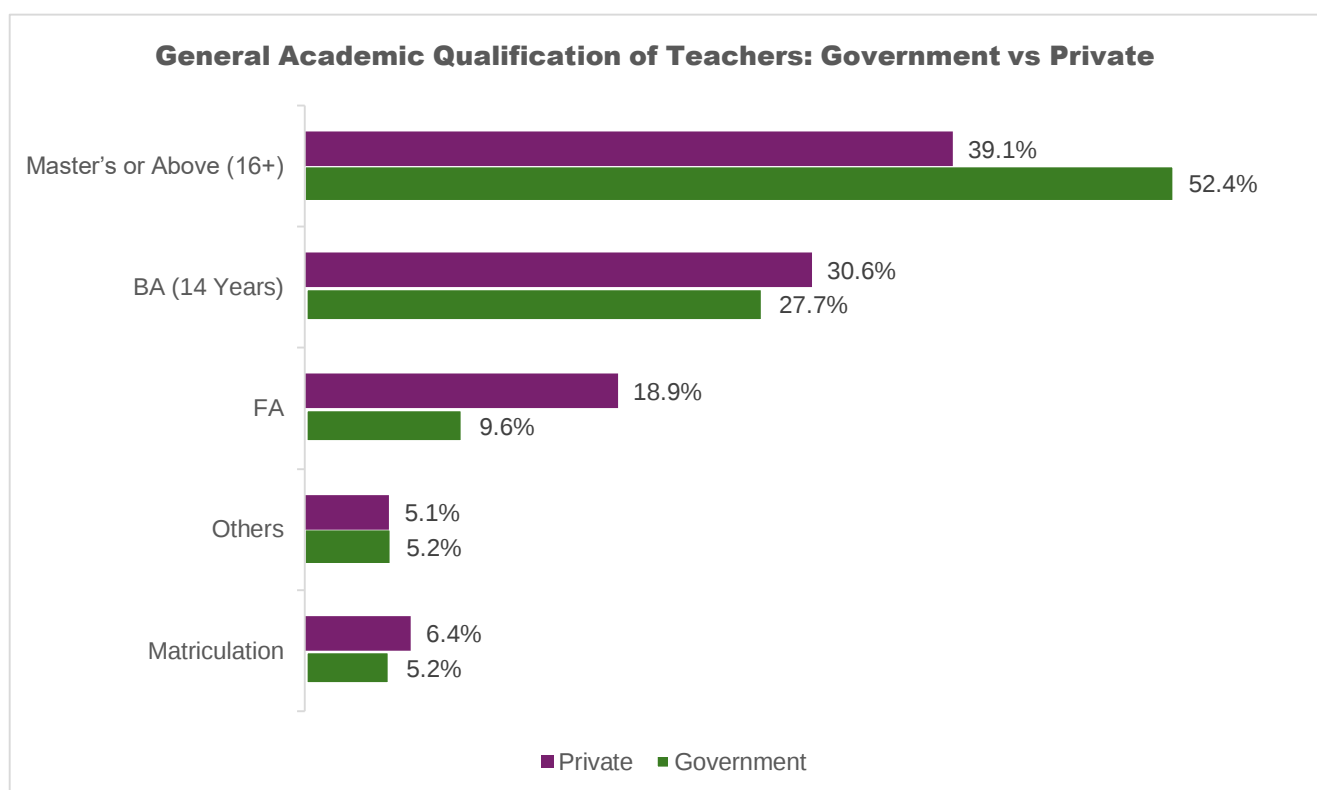


Source: ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).

2. Private Schools Rely More on Mid-Level Academic Qualifications

Private schools show a different qualification profile, with a larger share of teachers concentrated in mid-level academic categories. 18.9% of private school teachers hold FA qualifications compared to 9.6% in government schools, while 30.6% hold BA degrees compared to 27.7% in government schools.

This suggests that private schools, particularly low- and middle-fee institutions, may rely more heavily on teachers with intermediate and undergraduate qualifications. This pattern is likely influenced by cost considerations, as hiring teachers with lower academic qualifications reduces salary expenses. It may also reflect a more flexible hiring approach where formal credentials are balanced with other factors such as availability and affordability.



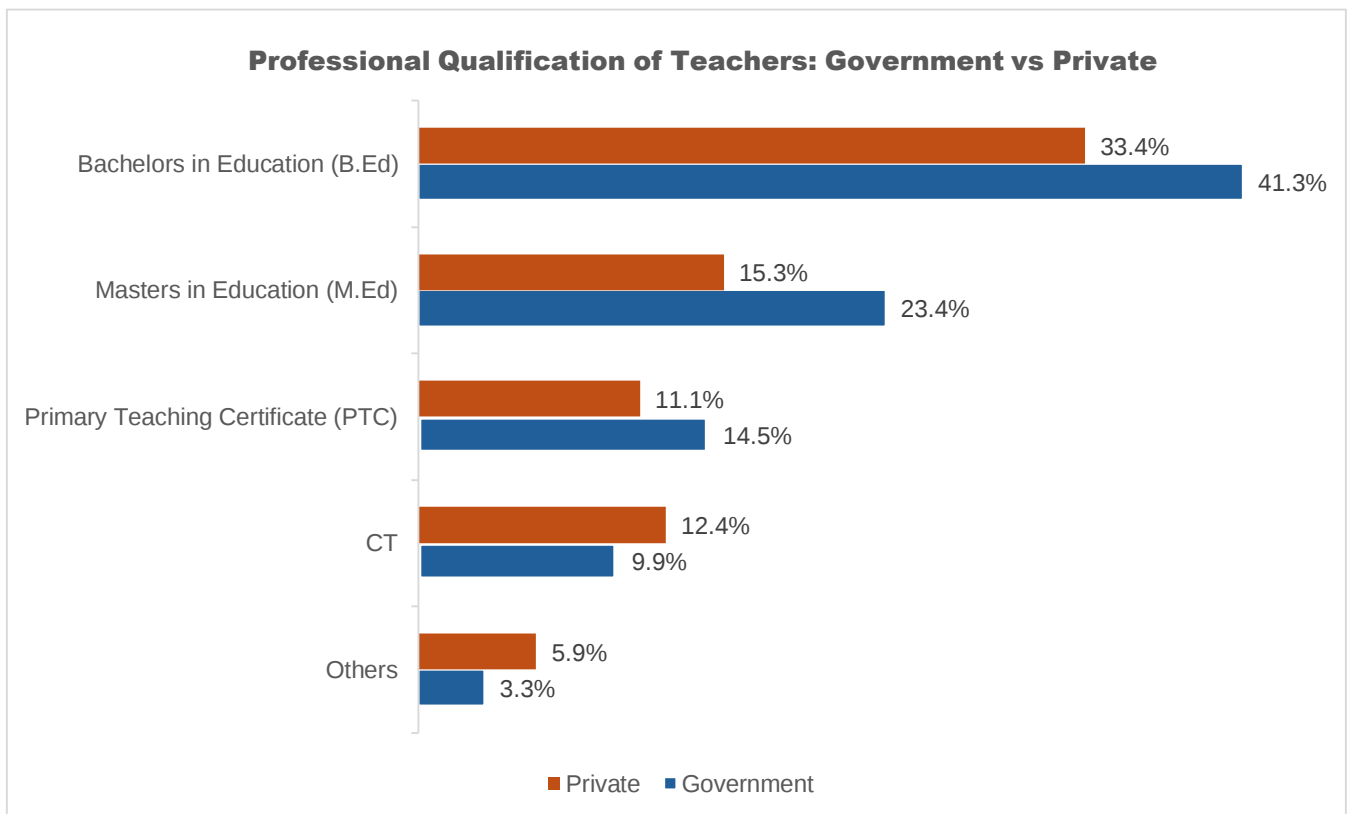
Source: ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).

3. Professional Teaching Qualifications Are Stronger in Government Schools

Professional teaching qualifications further reinforce the distinction between the two sectors. Government school teachers are more likely to hold formal teaching degrees, with 41.3% possessing a B.Ed qualification compared to 33.4% in private schools, and 23.4% holding M.Ed degrees compared to 15.3% in private schools.

These qualifications are critical as they provide pedagogical training, classroom management skills, and subject-specific teaching methodologies. The higher prevalence of such qualifications in government schools suggests a more institutionalized approach to teacher training and professional development.

While private schools show slightly higher representation in entry-level certifications such as CT, the overall profile indicates that advanced professional training remains more concentrated in the public sector.



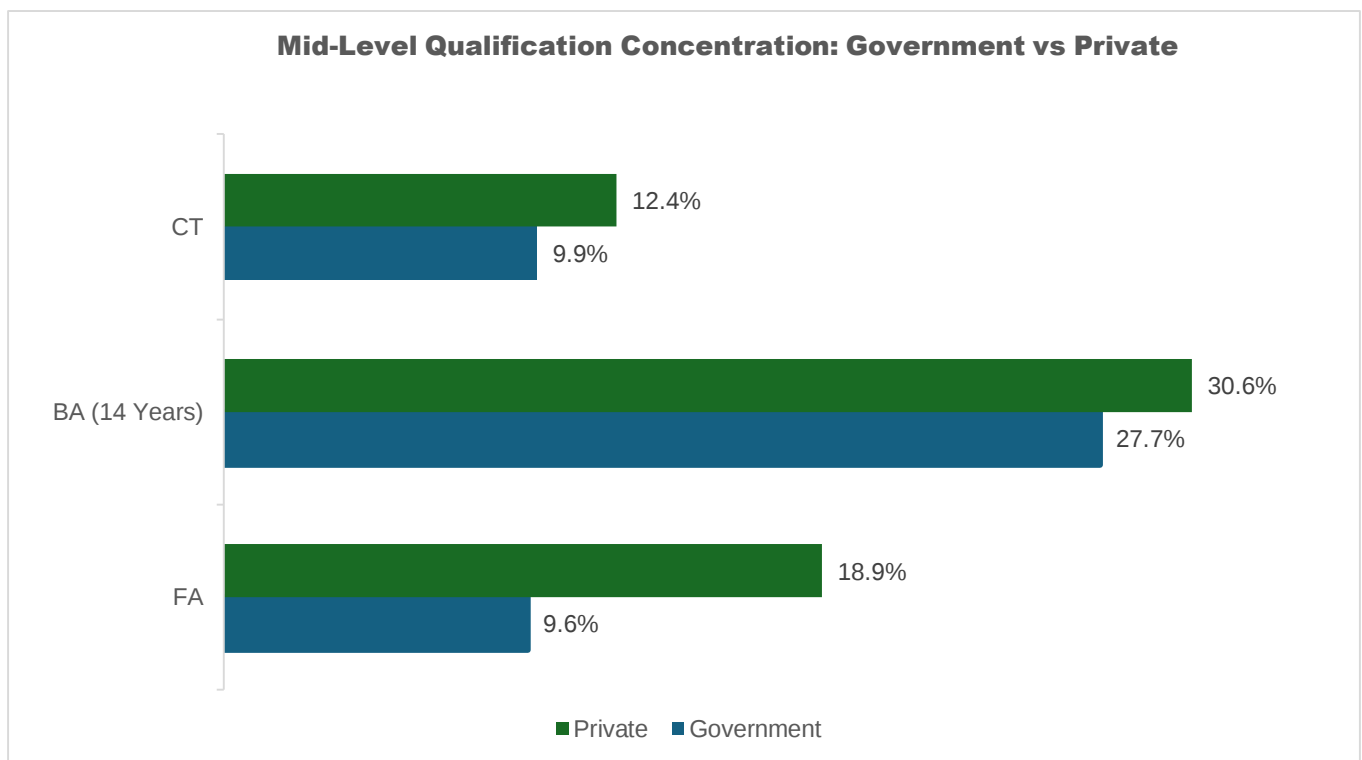
Source: ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).

4. Qualification Differences Reflect Structural Differences Between Sectors

The differences in teacher qualifications between government and private schools reflect broader structural characteristics of the education system. Government schools operate within formalized recruitment frameworks, often requiring higher academic and professional qualifications, supported by standardized pay scales and job security.

In contrast, private schools operate in a more decentralized and market-driven environment, where hiring decisions are influenced by cost constraints, local labor availability, and institutional flexibility. This results in a teaching workforce that is more diverse in qualification levels but generally less concentrated at higher academic and professional tiers.

These structural differences have important implications for teaching quality, classroom practices, and ultimately student learning outcomes.



Source: ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).

5. Conclusion: Qualification Gaps Highlight Differences in System Design

The ASER 2025 data show that while both government and private schools maintain a baseline level of teacher qualifications, significant differences exist in the distribution of academic and professional credentials.

Government schools are characterized by:

- Higher proportions of postgraduate teachers
- Greater prevalence of formal teaching qualifications

Private schools, on the other hand, are characterized by:

- Greater reliance on mid-level qualifications
- More flexible but less standardized hiring practices

These differences underscore a key policy challenge:

Improving education quality will require not only increasing access to schooling but also strengthening teacher capacity across both sectors, particularly by expanding access to professional training and improving qualification standards in private schools.

About the ASER Pakistan 2025 Report

The Annual Status of Education Report (ASER) Pakistan 2025 is a nationally representative, citizen-led household survey that assesses children's schooling status and foundational learning outcomes across Pakistan. The survey covers all children aged 3–16 in sampled households, administering basic reading and arithmetic assessments to children aged 5–16.

ASER 2025 marks a significant methodological milestone. For the first time, the survey has transitioned to a census-based, nationally representative sampling framework, developed in technical collaboration with the Pakistan Bureau of Statistics (PBS) and drawing on Enumeration Blocks from the 2023 Population and Housing Census. Using a stratified, two-stage sampling design with defined probabilities and weights, the survey now produces estimates representative at the district, provincial, and national levels within a unified framework. In 2025, 95% of data were collected digitally via a dedicated mobile application, enabling real-time entry and automated consistency checks.

Due to this methodological shift, ASER 2025 results are not directly comparable with previous rounds. The 2025 dataset should be treated as a new baseline for rigorous, long-term trend analysis.

The report was published on March 26, 2026, by Idara-e-Taleem-o-Aagahi (ITA) with support from the Foreign, Commonwealth & Development Office (FCDO), the National Rural Support Programme (NRSP), and a network of civil society partner organizations across Pakistan.

For the full report, visit: www.aserpakistan.org



Wish to Contribute to Gallup Big Data Analysis?

Gallup Pakistan is looking for collaboration with researchers to expand the Big Data Analysis project. If you have any ideas, please write to Bilal I Gilani, Project Director, Big Data Analysis at Gallup Pakistan.

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