

Evaluation of Effect of Quality Standards on Quality of Education in Public and Punjab Education Foundation Funded Schools at Secondary Level

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Abstract

This research was conducted to evaluate the effects of quality standards on the quality of education in public secondary and Punjab Education Foundation Funded Schools against the Quality Standards provided by School Education at the secondary level. Eighteen schools were selected from each district of Punjab province, of which 9 were public and 9 were Punjab Education Foundation schools. Then 102 teachers of Public Secondary and 102 teachers of Punjab Education Foundation were randomly selected from these schools. A total of 15 questions were asked from the teachers using a 5-point Likert scale, including about quality of school assessment, quality of management, quality of teachers, quality of school infrastructure and quality of monitoring. The mean, standard deviation, t-test and F-test were used for this. The results obtained were compared with previous research and discussed deeply. It was concluded that the quality standards issued by the Ministry of School Education were being followed more by the public schools. Quality of monitoring, management, teaching staff quality, assessment, and school infrastructure were found to be good in public schools. It is recommended that the quality of monitoring in schools should be raised; as seen in public schools, the quality of assessment should also be raised.

Keywords: Quality of teaching staff; Quality of management; Quality of school infrastructure; Quality of assessment; Quality of monitoring

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Introduction

The quality of education received by students in their secondary years is extremely important because it lays the groundwork for their subsequent study in higher education, whether in medicine, the arts, engineering, or technical education (Hussain, 2021). As a result, the secondary level is very important for educational purposes. The educational process cannot function properly without it. Therefore, its quality is extremely important. The transition from secondary education to higher education is facilitated by secondary education's role as a bridge (Khalloкова, 2021). In Pakistan, education through the secondary level is essential. A certificate of completion from secondary school is required for most jobs. A certificate proving completion of secondary education with high marks gives the impression that the person has a positive personality. Therefore, a certificate demonstrating completion of secondary school is required. The standard of education received in secondary school is of the utmost significance (Ezeaku, 2021).

The eighteenth amendment established the minimum Quality Standards for School Education, which was added to the Constitution of Pakistan in 2013. This resulted in the creation of a National Action Plan (NAP) for Educational Development. This plan aimed to accomplish the vision of Sustainable Development Goal No. 4 (SDG-4) 2025 by addressing the lack of facilities and improving education quality in general, including increasing the number of children enrolled in schools who are not currently enrolled (Khushik, 2021). This plan incorporates a quality standard for education that is comprised of seven subpoints. Some examples of these standards are for students, standards for the curriculum, standards for textbooks and other educational materials, standards for teachers, criteria for evaluation, standards for early learning, and standards for the physical environment (Yousaf et al., 2020). They aim to improve the quality of education in Pakistan (Khushik & Diemer, 2020).

Their teachers greatly influence the effectiveness of a student's education. The importance of having highly trained instructors in their fields and with relevant professional credentials cannot be overstated. In addition to formal education, the experience and personality of the instructors also play a significant role. Students strive to emulate their teachers, who serve as both role models and an ideal for them (Musokhonovna, 2021). The children's thoughts mirror those of the instructor. If the teacher has a lot of ability, the students will become creative thinkers like Plato's student Aristotle. Aristotle opposed some of his teacher's ideas and gave his new modern ideas. If the teacher has a lot of ability, the students will become creative thinkers like Aristotle. As a result, teachers play an extremely important part in providing a high-quality education (Nguyen, 2020).

The administration also makes a significant contribution to educational excellence. The level of professionalism in school administration significantly affects the overall quality of education. If the person in charge of education at the institution has a high level of education, his perspective will be more holistic. The principal is the leader of the educational institution and is accountable for ensuring students receive an education of sufficient caliber (Ephrahem & Bhoke-Africanus, 2021). The school in the educational activities should support an experienced school head teacher to enable a flexible school head to implement all of the quality education standards in the school (Saeed et al., 2021). When the academic bar is raised to a high level, the headmaster raises the academic standard to be on par with the standard found worldwide. For this reason, quality administration is necessary for quality education (Botirova, 2021).

The physical surroundings of a school are very important to the standard of its education. The school must be equipped with all of the necessary items. The first step toward achieving quality education is to create a comfortable and welcoming atmosphere at school for children. It is essential to provide for the child's fundamental requirements, which include access to clean drinking water consistently, a lavatory, a well-ventilated room, adequate lighting, temperature and humidity control, and protection from excessive noise. An adequate number of rooms must be available (Akramov & Muzaffar, 2021). To ensure the highest level of safety for the students and faculty, the perimeter wall around the school needs accurate measurements. The entrance to the school should face the correct way, there should be a heightened awareness of safety, and closed-circuit television cameras should be installed wherever feasible. The institution of learning ought to provide adequate janitorial services. The children should be able to play group games and get some exercise on the school's playground, which should have plenty of space. The school should have a canteen that serves reasonably priced, high-quality food and other refreshments, and the prices should be fair (Hussain, 2021). The institution ought to be equipped with photostat machines, bookbinders, copy shops, and access to paper, stationery and pens. The number of students and classes at the school should determine the appropriate staffing level at the institution. The school should make adequate provisions for students to participate in physical education classes. In addition to an examination hall and a conference hall available, the institution should provide access to a contemporary library, science laboratory, and computer laboratory (all of which should be connected to the Internet). Additionally, there should be access to first aid facilities in schools. These factors contribute to improving educational quality (Gindo et al., 2020).

In addition, extracurricular activities are an important component of a high-quality educational experience. It is said that hospitals in countries with a shortage of sports fields are overcrowded (Corbin et al., 2020). The institution ought to be equipped with suitable athletic facilities and a physical education teacher who doubles as a sports coach for the students. Children should be able to participate in team sports like cricket and football, which require sufficiently sized playing fields, and the school should provide those fields (Brusseau, 2020). The institution ought to provide full sets of sporting goods and designate a space specifically for their use in the building. In addition, children should be brought to historical sites, and educational programming should be carried out. Clubs for Girl Guides and Boy Scouts, as well as athletic competitions with other schools, ought to be established. According to Aristotle, a healthy body houses a healthy mind; therefore, it is important to ensure that children's physical education is well-managed (Hussain, 2021).

The school's atmosphere is another important factor in determining the quality of education received. It is essential for there to be a positive social and educational environment within the climate of the school. If the atmosphere at the school is positive, it will have a beneficial effect on the children's academic performance as well as the development of the students. The atmosphere at school should be welcoming for children, and all instances of physical conflict should be eliminated (Mesfin, 2022). Students should have positive interactions with one another, teachers should have positive interactions with their classes as well as with one another, and the school's overall environment should be one of friendliness (Pascoe et al., 2020). In addition, the school should schedule meetings with the student's parents and present the student's performance to the parents during these meetings. Nobody in the school community should do anything to lower someone else's self-esteem (Jabeen et al., 2022). In schools, the use of physical punishment should be phased out and replaced with an emphasis on the use of positive reinforcement. Well-behaved students should be praised, while unruly students should be counselled. All of these things significantly impact the quality of education (Ahmed et al., 2020; Kausar & Shoukat, 2020).

Research Context

Numerous secondary educational institutions in Punjab, Pakistan, are primarily supported by the governments of Punjab and Pakistan, including the Cantt and Garrison School System, Danish Authority, and Punjab Education Foundation Funded Schools. In addition, some private schools are self-

supporting, others are associated with the Board of Intermediate Secondary Education, and some are associated with foreign boards (Kalim & Bibi, 2022).

A significant educational organization that the government of Punjab manages is known as the Punjab School Education Department. It has a separate curriculum wing known as the Punjab Curriculum and Textbook Board, which hires highly qualified teachers based on merit. This board must print high-quality books and give them away for free to schools. The Government of Pakistan will cover any costs associated with this event. In addition to this, the responsibility for the salaries of the teachers, as well as the school building and its upkeep, as well as the stationery lies with the Government of Punjab. The examinations for students attending secondary schools in Punjab that the Punjab School Education Department oversees are run by the Board of Intermediate and Secondary Education, which also awards credentials to students who do well on the tests. The Pakistan province of Punjab is home to a total of nine boards. Boards are the entities that bear the responsibility for the standard of education. Because the Punjab government makes decisions based on their results, in Punjab, Pakistan, these schools are called public secondary schools (Ahmad et al., 2021).

The school system that the Punjab Education Foundation funds has grown to become Punjab's second-largest secondary education system. Funding for private secondary schools in Punjab is provided by the Punjab Education Foundation (Raza et al., 2022). This foundation provided 1100 Pakistani rupees (approximately \$13) per pupil to school principals. In addition to this, it offers free copies of books published by the Punjab Curriculum and Text Book Board. This organization does not contribute any funds toward the school's infrastructure, including the school building, stationery, risk management, climate control measures, and so on; the head of the school is responsible for all of these things (Klasra & Huma, 2020). The Foundation administers a Quality Assurance Test (QAT) once every year; the results of this test are used to determine the amount of funding that will be distributed to schools per child (Raza et al., 2022). After that, the annual examinations of these schools are held in the Board of Intermediate and Secondary Education that the Punjab School Education Department established. This board can be found all over the in Punjab. The degree to the students of these schools is issued by the Board of Intermediate and Secondary Education Board, and the certificate of the students of the schools run by the Punjab Education School Department is also given by the same board (Munawar et al., 2022; Faiz et al., 2022; Arshad et al., 2020).

Statement of Problem

This study aimed to evaluate and contrast the educational offerings of two of the most prominent schools in Punjab, Pakistan, which are responsible for the provision of secondary schooling. Students in Punjab can receive their secondary school certificates from either of the two major secondary educational institutions that are currently operational in the province; one of these institutions is comprised of schools that the Punjab School Education Department manages, and the other is a school that the Punjab Education Foundation funds manages. The Punjab School Education Department's schools, also known as (public schools), are managed by the government of Punjab. At the same time, while Punjab Education Foundation is giving funds to Punjab Education Foundation-funded schools. There is a huge budget gap between the two institutions. Because the Punjab Education Foundation-funded schools provide very affordable education to the students while the Punjab Education School Department is incurring huge expenses, this research aimed to evaluate the education quality in both institutions. This research aimed to compare the quality of education offered by the Punjab Education School Department and the schools that the Punjab Education Foundation funds. This study aims to inform future developments in this region regarding the quality of education according to recommendations based on the findings of the research that was conducted.

Objectives of the Study

Some of the main objectives of this research were as follows;

1. To evaluate the Effects of Quality Standards on the Quality of Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. To evaluate the quality of education, the indicators of the minimum standards of quality education approved by the National Integration and the Interprovincial Education Ministers' Conference (IPEMC) were used; Among them were the Quality of Teaching Staff, Quality of Management, Quality of School Infrastructure, Quality of Assessment and Quality of Monitoring.
2. The purpose of the research was to compare the quality of education by comparing reports from teachers in these schools of their experience of the above quality standards in their school within these two school systems in Punjab, Pakistan.

Research Questions of the Study

The research questions of this study which the researcher needed to answer satisfactorily, were;

1. Is there no difference in the Quality of Teaching Staff between the Public Schools and the Schools Funded by the Punjab Education Foundation?
2. Is there no difference in the Quality of Management between the Public Schools and the Schools Funded by the Punjab Education Foundation?
3. Is there a noticeable difference in the quality of the school infrastructure between the schools funded by the Punjab Education Foundation and the public secondary schools?
4. Is there no difference in the Quality of Assessment between the Public Secondary Schools and the Secondary Schools that the Punjab Education Foundation funds?
5. Is the Quality of Monitoring the Same in Public Secondary Schools as in Schools Funded by the Punjab Education Foundation?

Procedure and Methodology of the Study

The researchers participating in this research are teachers who have taught in Punjab Education Foundation-funded secondary schools and have also performed their duties in government secondary schools of Punjab. While staying in both institutions, the quality of education was well estimated; now, the need was felt to carry out complete research on these two institutions, and this research was done to complete it. For this purpose, full permission was taken from the school principals to support the researchers in this research fully, and this research will be very beneficial for both institutions. I will be able to improve. The school heads helped wholeheartedly.

Teachers were asked their opinions on 5 quality standards using a 5-point Likert scale. These standards include Quality of Teaching Staff, Quality of Management, School Infrastructure, and Quality of Assessment and Monitoring. Three questions were asked on each standard. Then the data were checked by applying stat tests. And the results were also tallied from previous research studies, deep discussion was done, and conclusions were drawn based on it.

Population and Sampling of the Study

The targeted population was all public, and the Punjab Education Foundation (PEF) funded schools in Punjab. Due to time shortage and finance shortages, the research population was delimited to randomly

selected three districts of Punjab because, to expert opinion, all schools in Punjab had approximately equal standards according to the nature of the school system, so nine public and 9 Punjab education foundation funded schools were chosen randomly, the strength of teachers was 342 in public and 321 in Punjab education foundation funded schools. Then the sample was selected randomly according to Krejcie and Morgan's (1970) sampling strategy, see Table 1

Selection of Sample Institutions

Table 1
Selection of sample institutions

Districts	Public Schools	PEF Schools	Total
District Faisalabad	9	9	18
District Gujranwala and	9	9	18
District Lahore	9	9	18
Subtotal	27	27	54
Through a simple random sampling method, teachers were selected from both types of schools.			
Teachers	102	102	204

Data Collection

Teachers were asked their opinions on 5 quality standards using a 5-point Likert scale. For this purpose, an online Google form containing 15 questions was created, in which the research objectives were also described. The data of the teachers was collected through different WhatsApp groups, then a WhatsApp group of all the sampled teachers was created, and all the teachers were requested to help us in the research. Then the Google Form was shared in the WhatsApp group, and responses were obtained from the teachers. The response rate of teachers was 100%.

Research Instrument

Teachers were asked their opinions on 5 quality standards using a 5-point Likert scale. These questions were discussed in WhatsApp groups of public and Punjab Education Foundation principals; some of the questions were rephrased, like if there is a playground, it was asked whether children

could play cricket. After ensuring the validity, the final questionnaire was prepared, and cross-pilot testing was done. This questionnaire was filled by 10 accessible public-school teachers and 10 teachers of Punjab Education Foundation-funded schools, and the reliability was checked by putting the responses in SPSS. It was .92, which was excellent. After that, the questionnaire was sent for field study. The questionnaire is as follows;

Type of School		Public	PEF			
A- Quality of Teaching Staff						
Sr. #	Statement	Response Options				
1	Teachers teach with the help of AV aids and instructional technology, and principals support the teachers.	SA	A	NO	DA	SDA
2	The teachers have over five years of experience and finish the course quickly by teaching according to the lesson plan.	SA	A	NO	DA	SDA
3	In-service training is conducted for teachers.	SA	A	NO	DA	SDA
B- Quality of Management						
1	Teachers and Headmasters have academic and professional master's degrees.	SA	A	NO	DA	SDA
2	The future of teachers and principals is secure, so teachers and head-teachers teach with heart.	SA	A	NO	DA	SDA
3	Teachers and Headmasters work in mutual consultation.	SA	A	NO	DA	SDA
C- Quality of School Infrastructure						
1	The school has a large playground where children can play cricket.	SA	A	NO	DA	SDA
2	The school building is spacious and airy.	SA	A	NO	DA	SDA
3	There are many trees and flower plants in the school.	SA	A	NO	DA	SDA
D- Quality of Assessment						
1	Quarterly, half-yearly and half-monthly examinations are conducted in the school.	SA	A	NO	DA	SDA
2	After taking the test, feedback is given to the children, and weak students are helped.	SA	A	NO	DA	SDA
3	Weaker students are grouped in class for better guidance.	SA	A	NO	DA	SDA
E- Quality of Monitoring						
1	The monitoring team visits the school every month, and the school's performance report is submitted to the higher authorities.	SA	A	NO	DA	SDA
2	Annual salary increment of teachers and principals is based on their performance.	SA	A	NO	DA	SDA
3	Annual ACR is written for teachers and principals based on which promotions are made.	SA	A	NO	DA	SDA

Data analysis and presentation of the findings

After data collection was interpreted through (Statistical Package for Social Sciences), the mean and standard deviation was found, and decisions were made; further reliability F-test and t-test were applied to check the relation between schools implementing the quality standards. See Table 2.

Table 2
Analyses of Quality Factors (Descriptive)

Factors	School Type	N	Mean	Std. Deviation	Std. Error Mean
Quality of teachers	Public Schools	102	4.8725	.45969	.04552
	Punjab Education Foundation Funded Schools	102	2.4281	.92678	.09176
Quality of management	Public Schools	102	4.9020	.32358	.03204
	Punjab Education Foundation Funded Schools	102	2.8007	.72707	.07199
Quality of infrastructure	Public Schools	102	4.9216	.31875	.03156
	Punjab Education Foundation Funded Schools	102	2.5196	.82930	.08211
Quality of assessment	Public Schools	102	4.8725	.45488	.04504
	Punjab Education Foundation Funded Schools	102	2.9183	.67558	.06689
Quality of monitoring	Public Schools	102	4.8595	.51690	.05118
	Punjab Education Foundation Funded Schools	102	2.6830	1.30698	.12941

Table 2 indicates the results of the factors analyses. The first factor was teachers' quality; in public schools, it was found to be high as compared to Punjab Education Foundation Funded Schools, the mean value of public schools was (4.8725), and the standard deviation was (.45969), the mean value of Punjab Education Foundation Funded Schools was (2.4281) and standard deviation was (.92678) which was very low. The second factor was management quality; in public schools, it was found to be high as compared to Punjab Education Foundation Funded Schools, the mean value of public schools was (4.9020), and standard deviation was (.32358), the mean value of Punjab Education Foundation Funded Schools was (2.8007) and standard deviation was (.72707) which was very low. The third factor was school infrastructure quality; in public schools, it was

found to be high as compared to Punjab Education Foundation Funded Schools, the mean value of public schools was (4.9216), and the standard deviation was (.31875), the mean value of Punjab Education Foundation Funded Schools was (2.5196) and standard deviation was (.82930) which was very low. The fourth factor was school quality of assessment; in public schools, it was found to be high as compared to Punjab Education Foundation Funded Schools, the mean value of public schools was (4.8725), and the standard deviation was (.45488), the mean value of Punjab Education Foundation Funded Schools was (2.9183) and standard deviation was (.67558) which was very low. The fifth factor was school quality of monitoring; in public schools, it was found to be high as compared to Punjab Education Foundation Funded Schools, the mean value of public schools was (4.8595), and the standard deviation was (.51690), the mean value of Punjab Education Foundation Funded Schools was (2.6830) and standard deviation was (1.30698) which was very low. The data in Table 2 was checked by applying the test of inferential status; for this F-test and t-test were used, and the significance level was checked. See Table 3.

Table 3
Analyses of Quality Factors (Inferential)

Factors		Levene's Test for Equality of Variances		t-test for Equality of Means		
		f	Sig.	t	df	Sig. (2-tailed)
Quality of teachers	Equal variances assumed	41.503	.000	23.864	202	.000
	Equal variances are not assumed.			23.864	147.861	.000
Quality of management	Equal variances assumed	50.368	.000	26.667	202	.000
	Equal variances are not assumed.			26.667	139.500	.000

Quality of infrastructure	Equal variances assumed	51.388	.000	27.305	202	.000
	Equal variances are not assumed.			27.305	130.204	.000
Quality of assessment	Equal variances assumed	15.002	.000	24.234	202	.000
	Equal variances are not assumed.			24.234	176.966	.000
Quality of monitoring	Equal variances assumed	131.772	.000	15.640	202	.000
	Equal variances are not assumed.			15.640	131.841	.000

Table 3 describes the factor inferential analysis using f test and t-test. The significance value of f test and t-test was set as 0.05. In the factor quality of teaching staff, the $p < 0.05$ on the f-test and t-test was significant; there were significant differences in both types of schools towards the quality of teaching staff. In the factor quality of management, the $p < 0.05$ in the f-test and t-test and it was significant, there found significant differences in both types of schools towards quality of management. In the factor quality of school infrastructure, the $p < 0.05$ in the f-test and t-test was significant; there found significant differences in both types of schools towards the quality of school infrastructure. In the factor quality of assessment, the $p < 0.05$ on the f-test and t-test was significant; there was a significant difference in both types of schools towards the quality of assessment. In the factor quality of monitoring, the $p < 0.05$ in the f-test and t-test was significant; there were significant differences in both types of schools towards the monitoring quality.

Findings of the study

Analysis of statistical descriptive and inferential tests found that teaching quality was better in public secondary schools, and management quality was better in public secondary schools compared to Punjab Education Foundation Funded Schools. Quality of school infrastructure was found to

be better in public schools compared to Punjab Education Foundation Funded Schools, quality of assessment found better in public secondary schools and quality of monitoring found excellent in public secondary schools compared to Punjab Education Foundation Funded Schools.

Discussion

Akpomudjere (2020) stated in a research study that school climate and school atmosphere play an essential role in the quality of education in public schools. So, the quality of school climate and school infrastructure is directly related to the quality of education. Ingersoll (2020) revealed in research that education quality is directly related to the quality of their teaching staff. Baumsteiger et al. (2022) revealed the results in research that school atmosphere and climate directly related to the quality of education in public secondary schools. There found a significant relationship between school climate and quality of education. Llorent et al. (2021) stated in their research that school climate and school atmosphere play an essential role in students' social and emotional competencies development in public secondary schools, through good school climate the cases of harassment and bullying can be minimized successfully. Jessiman et al. (2022) explored in their research that healthy school culture significantly impacts students' mental health and enhances the quality of education in secondary schools. Bekomson et al. (2020) explored in their research entitled that extracurricular activities had a significant impact on student's mental health and it is necessary for quality education in a higher secondary school governed by the government of Nigeria. Sohaib et al. (2022) explored in their research to the quality of education. Abizada et al. (2020) also explored in their that extracurricular activities play a vital role in student's academic achievement and it is the key to the quality of education at secondary school level. No study states that co-curricular activities are not beneficial for the quality of education at the secondary school level. And very few studies showed that private schools provided better co-curricular activities than public ones.

The quality of management was found to be higher in public secondary schools, according to research that was carried out by Ezeaku and colleagues (2021) research findings were supported by another study by researchers Parveen et al. (2021) concluded that public secondary schools' efforts toward good management were remarkable. According to the findings of a research project conducted by Ngole and Mkulu (2021) it was found that administration plays an important part in ensuring that schools provide students with a quality education. The findings of a study

conducted by researchers Ngole and Mkulu (2021) showed that the quality of teaching staff improves the teaching and learning that takes place in schools and that the quality of education is highly related with the quality of school teachers. Researcher Philip (2020) published the same findings of his study. According to the findings of a case study of Narok County secondary schools, teacher quality and motivation towards teaching play an essential role in determining the quality of education provided in public schools.

Conclusions

Quality of teaching staff, quality of management, quality of school infrastructure, quality of Assessment and Quality of Monitoring found better in public schools. It was concluded that teachers in public schools teach with the help of AV aids and instructional technology, and principals support the teachers. The teachers have over five years of experience and finish the course quickly by teaching according to the lesson plan. In-service training is conducted for teachers in public secondary schools. Teachers and Headmasters have academic and professional master's degrees. The future of teachers and principals was secured in public schools, so teachers and principals teach with heart. Teachers and Headmasters work in mutual consultation in public schools. Public schools had large playgrounds where children could play cricket. The school buildings were spacious and airy in public schools. There were many trees and flower plants in the public schools. Quarterly, half-yearly and half-monthly examinations are conducted in more public schools. After taking the test, feedback was given to the children in public schools, and weak students were helped. Weaker students were grouped in class for better guidance in public schools. The monitoring team visited more public schools, and the school's performance reports were submitted to the higher authorities. In public schools, the annual salary increment of teachers and principals was based on their performance. Annual ACR was written for teachers and principals based on which promotions were made in public schools; Punjab Education Foundation Funded schools were found less followed in these indicators.

Recommendations

1. It is recommended that teachers should teach with the help of AV aids and instructional technology.
2. It is suggested that the teachers finish the course quickly by teaching according to the lesson plan in both schools.
3. It is recommended that in-service training and refresher courses

should be conducted for teachers in public and Punjab Education Foundation Funded Schools.

4. Teachers and Headmasters should increase their academic and professional qualifications in Punjab Education Foundation Funded schools.
5. It is recommended that Punjab Education Foundation Funded Schools should secure the future of teachers and principals.
6. It is recommended that Punjab Education Foundation Funded schools should arrange large playgrounds where children can play cricket.
7. It is suggested that Punjab Education Foundation Funded schools should improve their assessment system like public schools.
8. Both types of schools should be monitored regularly.

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