

Quality Education Sustainable Development (SDG-4) 2025: A Comparative Study of Government and Punjab Education Foundation Secondary Schools

Sabir Hussain^{*}

Masood Ahmad^{**}

Sobia Altaf^{***}

Muhammad Farooq Ahmad^{****}

Abstract

Quality of education is essential for the development of a nation, it is more important at the secondary school level because this level provides a nursery for higher education. The current study aimed to compare the government and Punjab Education Foundation Secondary Schools regarding quality education to meet sustainable development goal 4. Through simple random sampling technique, 108 teachers were selected from the government and 108 from Punjab Education Foundation secondary schools. Data were collected through a 5-point Likert scale on quality standards including: quality of management, teaching, infrastructure, school climate, and co-curricular activities. Independent sample t-tests were used to check the difference between both types of school systems. Government secondary schools were found to be better and follow maximum quality standards as compared to Punjab Education Foundation schools. It is suggested that Punjab Education Foundation Secondary Schools should follow the minimum quality standard set by the Punjab school minister to fulfill the vision of Goal No. 4 of Sustainable Development (SDG-4) 2025 and enhance the quality of management, teachers, infrastructure, school climate, and co-curricular activities.

Keywords: SDG-4, Punjab Education Foundation schools, administration quality; teaching quality; school infrastructure quality

* Ph.D. Scholar, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan. Corresponding Author's Email: sabirjanmarri@gmail.com

** Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan.

*** Lecturer, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan.

**** Subject Specialist, GHSS Lal Sohanra, Bahawalpur.

Introduction

High-quality secondary education is crucial as it serves as the basis for further education in fields such as medicine, arts, engineering, and technical studies (Hussain, 2021). The secondary level of education is crucial. It is essential for the educational process. Quality is crucial. Secondary education serves as a conduit, guiding students towards higher education (Khalloкова, 2021). Secondary education is fundamental in Pakistan. This is recognized as the initial certificate to document the date of birth. This date of birth is considered genuine and conclusive in all institutions in Pakistan. A high school diploma is a prerequisite for employment. An impressive secondary education certificate with high marks reflects a positive personality. Hence, a Secondary School Education Certificate is necessary. The quality of secondary education is paramount (Kausar & Sadiq, 2023; Ezeaku, 2021).

The eighteenth amendment of the Pakistani Constitution established minimum Quality Standards for School Education. A National Action Plan (NAP) for Educational Development was created for this purpose. This plan aimed to achieve the vision of Sustainable Development Goal No. 4 by 2025 by enhancing education quality, providing missing facilities, and increasing school enrollment for out-of-school children (Malik et al., 2023; Khushik, 2021). This plan incorporated a seven-point quality standard for education. The standards encompass student expectations, curriculum guidelines, textbook requirements, educational materials criteria, teacher standards, assessment criteria, early learning benchmarks, and school environment standards (Yousaf et al., 2020). They strive to elevate the education standards in Pakistan to meet international benchmarks, focusing on enhancing the quality of education (Malik et al., 2023; Khushik & Diemer, 2020).

Teachers play a crucial role in providing high-quality education. Highly qualified teachers have a significant impact on the quality of education (Hussain et al., 2023). In addition to formal education, the expertise and character of the instructors also have a significant impact. Students emulate teachers, who serve as their role models and ideals (Kausar & Sadiq, 2023; Musokhonovna, 2021). Children

tend to adopt the mindset of their teacher. Highly skilled teachers can inspire children to become innovative thinkers, similar to how Aristotle, a student of Plato, challenged and developed his unique ideas. Teachers play a crucial role in ensuring high-quality education (Hussain et al., 2023; Iqbal et al., 2023; Nguyen, 2020).

The administration is crucial in ensuring quality education. Advanced training in administration significantly influences the quality of education. A highly educated and accomplished headmaster will have a more comprehensive vision for the institution (Hussain et al., 2023). The school head is the leader of the institution and is accountable for ensuring high-quality education (Ephrahem & Bhoke-Africanus, 2021). The school assists a seasoned head teacher in educational activities; a proficient head teacher enforces all quality education standards in the school (Saeed et al., 2021). When academic excellence is achieved, the headmaster elevates the educational standard to a global level. Effective administration is crucial for ensuring high-quality education (Hussain et al., 2023; Iqbal et al., 2023; Botirova, 2021).

The quality of education is significantly influenced by the infrastructure of schools (Umar et al., 2023). It is crucial to have all the essential items in school. Creating a school environment that resembles a home is critical in providing high-quality education to children. It is essential to attend to the child's fundamental requirements, including access to clean drinking water, restroom facilities, well-ventilated spaces, adequate lighting, temperature control, and noise management. Sufficient rooms should be accessible (Kausar & Sadiq, 2023; Akramov & Muzaffar, 2021). The school's wall should be accurately measured to ensure full security. The school's security should be in the correct direction, prioritize safety measures, and have CCTV cameras installed (Iqbal et al., 2023). The school should have appropriate cleaning protocols in place. The school playground should be ample to accommodate cricket and football games for the children. The school should have a cafeteria that offers high-quality food for refreshments at a reasonable price (Ahmad et al., 2023; Hussain, 2021). The school should be equipped with a photostat machine, bookbinders, and a paper stationery pen copy shop. The school should have an adequate

number of teachers based on the quantity of classes and students. The school should ensure the adequate implementation of physical education. The school should be equipped with a contemporary library, science laboratory, and computer lab. The computer lab must have internet connectivity, and the school should also feature an examination hall and a conference hall. Schools should provide access to a first aid facility. These factors contribute to the provision of high-quality education (Umar et al., 2023; Kausar & Sadiq, 2023; Gindo et al., 2020).

Extracurricular activities are also significant in providing a high-quality education. Hospitals in countries with empty sports fields are reportedly crowded (Corbin et al., 2020). The school possesses adequate sports facilities. Employ a physical education instructor who serves as a coach for children in sports. The school should provide playgrounds of sufficient size to allow children to play cricket and football (Hussain et al., 2022; Brusseau, 2020). The school should possess comprehensive sports equipment and allocate a dedicated room for storage. Children should visit historical sites and participate in academic programs. Girl Guides, Boy Scouting clubs, and inter-school sports competitions should be established to promote physical education among children, as Aristotle believed that a healthy body leads to a healthy mind (Kausar & Sadiq, 2023; Hussain, 2021).

The school environment significantly influences the quality of education. It is crucial to have a positive social and educational atmosphere in the school environment. A positive school climate enhances a child's academic performance and student development. The school environment needs to be favorable for children, and all forms of fighting should be completely avoided (Iqbal et al., 2023; Mesfin, 2022). Students, teachers, and the school should cultivate positive relationships and foster a welcoming atmosphere (Hussain et al., 2022; Pascoe et al., 2020). Arrange a series of meetings with parents at the school to discuss the student's performance. No one could damage their self-esteem (Jabeen et al., 2022). Reinforcement should be favored over physical punishment in schools. Well-behaved children should be rewarded, while misbehaving children should receive counseling. These factors significantly impact the

quality of education (Hussain et al., 2022; Ahmed et al., 2020; Kausar & Shoukat, 2020).

Several institutions for secondary education in Punjab, Pakistan, are primarily supported by the Government of Punjab and Pakistan. These include Punjab School Education, Punjab Education Foundation Secondary Schools, Danish Authority, Federally Established Schools, Cantt, and Garrison School System. Two educational systems are present in Punjab: Punjab School Education and Punjab Education Foundation Secondary Schools. In addition, certain private schools are self-financed; some are associated with the Board of Intermediate Secondary Education, and some are affiliated with foreign boards (Kalim & Bibi, 2022; Hussain et al., 2021).

The Punjab School Education Department is a significant educational institution operated by the Government of Punjab. The institution hires well-qualified teachers based on their merit and operates a distinct curriculum department known as the Punjab Curriculum and Textbook Board. This board must produce high-quality books and distribute them free of charge to schools. All expenses are covered by the Government of Pakistan (Kausar & Sadiq, 2023). In addition, the Government of Punjab is responsible for the salaries of teachers, as well as school building maintenance and stationery. The Board of Intermediate and Secondary Education administers examinations for secondary schools operated by the Punjab School Education Department. And grants credentials to students who have achieved success. Punjab has a total of nine boards. Boards oversee the quality of education. The Punjab government bases its decisions on outcomes. In Punjab, Pakistan, these educational institutions are referred to as government secondary schools (Kausar & Sadiq, 2023; Iqbal et al., 2023; Ahmad et al., 2021).

The Punjab Education Foundation school's system is now the second-largest system for secondary education in Punjab. The Punjab Education Foundation allocates funds to private secondary schools (Raza et al., 2022). The foundation provides 1100 Pakistani rupees per child to school administrators depending on the quantity of secondary-level students enrolled. It also offers complimentary books published by the Punjab Curriculum and Text Book Board.

This institution does not allocate funds for school infrastructure, supplies, risk management, climate initiatives, etc.; these responsibilities fall on the school (Klasra & Huma, 2020). The Foundation administers an annual Quality Assurance Test (QAT) to determine the allocation of funds to schools on a per-child basis (Kausar & Sadiq, 2023; Raza et al., 2022). The annual examinations of these schools are conducted by the Board of Intermediate and Secondary Education established by the Punjab School Education Department, which has nine branches across Punjab. The degrees and certificates for students of these schools are issued by the same board (Munawar et al., 2022; Faiz et al., 2022; Arshad et al., 2020).

This research aimed to compare the educational quality of two prominent secondary educational institutions in Punjab, Pakistan. Two main secondary schooling institutions in Punjab issue secondary school certificates: one operated by the Punjab School Education Department and the other by Punjab Education Foundation schools. The government of Punjab operates the schools under the Punjab School Education Department, while the Punjab Education Foundation provides funding to Punjab Education Foundation schools. There is an important financial disparity between the two institutions. This research aimed to assess the quality of education in Punjab Education Foundation schools, which offer affordable education to students, compared to the Punjab Education School Department, which incurs significant expenses. The research will transform education based on the recommendations derived from the findings.

Objectives of the Study

1. To assess the quality of education in government and Punjab Education Foundation secondary schools. The quality of education was assessed based on indicators of minimum standards approved by the National Integration and the Inter-Provincial Education Ministers Conference (IPEMC), including administration quality, teaching staff quality, co-curricular activities quality, school climate quality, and school infrastructure quality.

2. The research aimed to assess the quality of education by comparing different quality standards and determining which school system in Punjab, Pakistan, offers the highest quality of education.

Research Questions

1. Is the quality of administration the same in government and Punjab Education Foundation secondary schools?
2. Is the quality of teaching staff the same in Punjab Education Foundation and government secondary schools?
3. Is the quality of school infrastructure the same as that of Government and Punjab Education Foundation Secondary Schools?
4. Is the school climate quality the same in Punjab Education Foundation and government secondary schools?
5. Is the quality of co-curricular activities the same in government and Punjab Education Foundation secondary schools?

Procedure of the Study and Methodology

This research was conducted using a survey method. The research was conducted using quantitative methods to analyze the data. A 5-point Likert scale, consisting of Disagree, Neutral, and Agree options, was created for data collection and administered to the teachers. Information was gathered on five quality criteria: teaching staff, administration quality, school infrastructure, school climate, and quality of co-curricular activities. Both schools teach the same syllabus and use the same assessment board for exams. Each standard was assessed using ten specific questions, and the data collected was analyzed using Descriptive Statistics formulas before being further evaluated through Inferential Statistics procedures. The results were presented solely according to quality criteria.

Population and Sampling

The targeted population was all government and the Punjab Education Foundation Secondary Schools in Punjab. Due to time and finance shortages, the research population was delimited to

randomly selected three districts of Punjab because, according to expert opinion, all schools in Punjab had approximately equal standards according to the nature of the school system, so twelve government and 12 Punjab education foundation secondary schools were chosen randomly, the strength of teachers was 403 in government and 398 in Punjab education foundation secondary schools. Then, the sample was selected randomly according to Krejcie and MorMorgan's (1970) sample table.

Table 1
Sample of the Study

The first stage for the selection of sample institutions		
Districts	Government Schools	PEF Schools
District		
Muzaffargarh	12	12
District Lodhran and	12	12
District Rahim Yar Khan	12	12
Total	36	36
Through a simple random sampling method, teachers were selected from both types of schools.		
Teachers	108	108
Total Sample		216

Instrument

Ten questions were used to assess each quality standard, including the quality of management. Teachers were asked if their principal consistently evaluates the students' performance. Is your head knowledgeable and experienced? Are teachers hired based on merit at your school? Are teachers required to teach subjects based on their qualifications? Does the monitoring cell conduct inspections at your school? Does the principal value the teacher's decisions? Does your head oversee the operations at the school? Is there effective coordination between the teachers and the head? Do all teachers in your school possess a diary and adhere to the lesson plans?

Various inquiries were made regarding the teaching staff, specifically about their high level of academic and professional qualifications. Are teachers' positions stable? Must teachers adjust their teaching methodologies as required? Do teachers complete their syllabi punctually? Do teachers concentrate on their subjects? Children provide feedback after reviewing their homework.

The quality of co-curricular activities was evaluated using ten questions, including how well the activities are tailored to meet the student's needs and interests. Does the school have a large playground? Are various sports played at the school? Is the sports equipment at the school adequate for both present and future requirements? Does your school have a physical education teacher? Are diverse co-curricular activities such as speeches, quizzes, scientific competitions, technological gadgets, and essay writing conducted in the school? Does your school offer both indoor and outdoor sports facilities? Does your school arrange diverse educational excursions? Has your school received any medals in sports? Does your school host socio-cultural events?

The schools' infrastructure quality was evaluated by asking questions like, "Does your school building meet the requirements?" Are there operational computer labs and science laboratories at your school? Is the equipment in the labs sufficient? Are there restroom facilities available? Are there provisions for potable water and tools for managing power outages? Is there furniture available for the students? Are there CCTV cameras installed at the school? Are there computer and internet facilities available in the school office?

Various inquiries were made regarding the quality of the school climate, including the ratio of teachers to students. The school's academic performance is outstanding, with a high pass rate among students annually. Are there scheduled teacher-parent meetings? Are scholarships awarded to students in need? Is there discipline among the teachers and children at your school? Are the school administrators, teachers, and students attentive and responsive to incidents of harassment, fostering a social environment where they can empathize with each other and suffering?

The data were analyzed using descriptive statistics to determine the difference by calculating the mean value. Subsequently, the difference between means was assessed using an independent t-test.

Data Collection and Analyses

Data were collected from sample respondents through 5 responses. The Likert scale contained five quality standards, and each standard was checked through 10 solid questions about standards implementation. After data collection was interpreted through (the Statistical Package for Social Sciences), the mean and standard deviation were found, and decisions were made; further reliability independent sample t-test was applied to check the difference of means score between schools following the quality standards.

Table 2
Statistical Analyses of Quality Factors

Factors	School Type	f	Mean	SD	t	p
Quality of management	Government	108	5.0	.27	42.5	.000
	PEF	108	2.6	.48		
Quality of teacher	Government	108	4.9	.32	28.3	.000
	PEF	108	3.1	.57		
Quality of school climate	Government	108	4.9	.20	25.8	.000
	PEF	108	3.7	.44		
Quality of infrastructure	Government	108	5.0	.12	26.7	.000
	PEF	108	3.8	.50		
Quality of co-curricular activities	Government	108	4.8	.28	26.5	.000
	PEF	108	3.2	.59		

Table 2 is about quality factor descriptive and inferential analyses; quality of management was checked by various questions, the mean value of government schools (5.0) and mean value of Punjab Education Foundation Secondary Schools (2.6) was calculated, $p < 0.05$, the mean of government schools was higher and better than that of Punjab Education Foundation Secondary Schools. Similarly, the mean value of government schools (4.9) and the mean value of Punjab Education Foundation-funded schools (3.1) were

calculated in terms of the quality of teaching staff, $p < 0.05$; the mean value of government schools was much higher than Punjab Education Foundation secondary schools.

In the quality of school climate, the mean value of government schools (4.9) and the mean value of Punjab Education Foundation secondary schools (3.7) were calculated, $p < 0.05$, and the mean value of government schools was much higher than that of Punjab Education Foundation Secondary Schools. In the quality of school infrastructure, the mean value of government schools (5.0) and the mean value of Punjab Education Foundation secondary schools (3.8) were calculated, $p < 0.05$; the mean value of government schools was much higher than the mean value of Punjab Education Foundation secondary schools. In the quality of co-curricular activities, the mean value of government schools (4.8) and the mean value of Punjab Education Foundation Secondary Schools (3.2) were calculated, $p < 0.05$, and the mean value of government schools was much higher than that of Punjab Education Foundation Secondary Schools.

Discussion

The quality of administration in government schools at the secondary level is superior to that in Punjab Education Foundation Secondary Schools. Heads of government schools had high academic and professional qualifications, while heads of Punjab Education Foundation schools were found to have lower capabilities (Kausar & Sadiq, 2023). At government schools, the school administrators were seen addressing important issues, and students and teachers were allowed to focus on their preferred subjects during educational activities. No such observation was recorded in Punjab Education Foundation secondary schools (Hussain et al., 2024; Iqbal et al., 2023). An active monitoring cell was established in government schools where school heads collaborated with teachers in decision-making.

In contrast, such monitoring was absent in schools funded by the Punjab Education Foundation. There was a positive relationship between principals and teachers in government schools, but this was not observed in Punjab Education Foundation secondary schools.

Researchers have investigated the findings mentioned by Hussain et al. (2024), Hussain et al. (2023), Iqbal et al. (2023), Hussain (2021), Ephrahem & Bhoke-Africanus (2021), Khallokovva (2021), and Ezeaku (2021). However, a study by Ahmad et al. (2023) rejected these explorations; researchers stated that Punja Education Foundation schools also provide a quality administration.

The teaching staff was superior in government schools compared to Punjab Education Foundation secondary schools at the secondary level. Teachers in government schools had high academic and professional qualifications, while heads in Punjab Education Foundation Funded schools had lower qualifications. Teachers in government schools had more job security due to their higher performance, while teachers in Punjab Education Foundation secondary schools did not have secure job positions (Hafeez et al., 2023). Teachers in government schools were observed diligently reviewing students' assignments daily and providing feedback. In contrast, teachers in Punjab Education Foundation secondary schools were discovered to be less strict in this regard. Government schools documented teachers utilizing instructional materials to enhance their teaching practices, but this was not accounted for in Punjab Education Foundation secondary schools (Kausar & Sadiq, 2023; Hussain et al., 2022). Government school teachers demonstrated a strong command of their subjects and were consistently punctual without taking leave.

In contrast, this level of dedication was not observed in Punjab Education Foundation secondary schools. Government school teachers were content with their jobs, whereas Punjab Education Foundation teachers were less satisfied. The researchers also discovered these findings (Kausar & Sadiq, 2023; Hussain et al., 2023; Hafeez et al., 2023; Hussain et al., 2022; Hussain, 2021; Botirova, 2021; Musokhonovna, 2021; Nguyen, 2020). In contrast, the study by Ahmad et al. (2023) rejected these explorations; researchers stated that Punja Education Foundation schools also have highly proficient teachers, and in-service training is conducted in Punjab Education Foundation schools.

Government schools had better quality school infrastructure than Punjab Education Foundation Secondary Schools at the

secondary level. Government school buildings were tailored to meet the needs of students and were of high quality, while Punjab Education Foundation secondary school buildings were not suitable for education. The science laboratories in government schools were well-maintained and equipped, while the science labs in Punjab Education Foundation secondary schools lacked modern equipment (Kausar & Sadiq, 2023). Government schools had libraries with both curricular and non-curricular books, but these facilities were less common in Punjab Education Foundation secondary schools (Umar et al., 2023). The physical facilities in government schools, such as examination halls, well-maintained toilets, and washrooms, were documented thoroughly. Government schools had electricity, but insufficient measures were taken to address power outages. Efficient security and CCTV camera management were implemented in government schools, but security measures in Punjab Education Foundation secondary schools were not well-documented. The computer in the government schools was connected to the Internet. The office was well-organized, including the academic calendar, whereas Punjab Education Foundation secondary schools lacked such facilities. The results of my study were further supported by the research findings of Umar et al. (2023), Kausar and Sadiq (2023), Iqbal et al. (2023), Hussain et al. (2022), Hussain (2021) and Akramov & Muzaffar (2021). However, a study by Ahmad et al. (2023) rejected these explorations; researchers stated that Punjab Education Foundation schools have better infrastructure.

Government schools had a higher quality of school climate compared to Punjab Education Foundation Secondary Schools at the secondary level. The student-teacher ratio was favorable in government schools, but the teacher-student balance was unfavorable in Punjab Education Foundation secondary schools. The retention rate of children in government schools was exceptionally high. Parent-teacher meetings were effective in Punjab Education Foundation secondary schools but were absent in government schools (Hussain et al., 2022). Government schools previously offered scholarships to underprivileged children, but this system was not observed in Punjab Education Foundation secondary

schools (Umar et al., 2023). Children funded by the Punjab Education Foundation had fewer opportunities to conduct practicals in science labs compared to children attending government schools. Discipline in government schools was adequate, while harassment was poorly regulated.

In contrast, harassment was effectively managed in Punjab Education Foundation schools. There was better cohesion among teachers, staff, and students in government schools compared to Punjab Education Foundation schools, where teachers did not cooperate. Researchers also examined the findings of my study as presented by Umar et al. (2023), Kausar and Sadiq (2023), Iqbal et al. (2023), Mesfin (2022), Hussain et al. (2022), Hussain (2021), Kausar & Shoukat (2020), Gindo et al. (2020), and Pascoe et al. (2020). However, a study by Ahmad et al. (2023) vetoed these explorations; researchers stated that Punjab Education Foundation schools had a high-quality school climate.

Co-curricular activities were of higher quality in government schools compared to Punjab Education Foundation secondary schools at the secondary level. In government schools, there was a cricket field available, whereas in Punjab Education Foundation secondary schools, there was a lack of space for playing cricket. Students attending public schools display a greater interest in sports. Sports in government schools were tailored to children's interests and needs, whereas this was not the case in Punjab Education Foundation secondary schools (Kausar & Sadiq, 2023). Government schools had a physical education teacher, while Punjab Education Foundation secondary schools did not. Government schools host essay competitions, science shows, and speech competitions, while Punjab Education Foundation schools lack a similar environment (Hussain et al., 2022). Government schools offer indoor and outdoor sports facilities, whereas Punjab Education Foundation secondary schools lack such amenities. Government schools offered opportunities for students to visit historical sites, go on trips, and attend educational conferences. However, this environment was not present in Punjab Education Foundation secondary schools. Government school students participated in scout and girls' guide camps, whereas there were no similar activities in Punjab Education

Foundation secondary schools. The findings were also investigated by Umar et al. (2023), Kausar and Sadiq (2023), Hussain et al. (2022), Hussain (2021), Corbin et al. (2020), and Brusseau (2020). However, a study by Ahmad et al. (2023) rejected these explorations; researchers stated that Punja Education Foundation schools also practice high-quality co-curricular activities.

Conclusions

Government schools saw an enhancement in management quality due to the high academic and professional qualifications of school heads. Teachers in government schools are requested to instruct subjects based on their preference. Rigorous checks and balances were implemented in government schools. Teachers in government schools participate in decision-making and demonstrate coordination with school heads. In Punjab Education Foundation secondary schools, teachers maintain school diaries, although the quantity is lower in government schools. Government school teachers previously followed a structured lesson plan when teaching.

The Punjab Education Foundation provided funding for school teachers whose job security was uncertain, causing dissatisfaction among them. The secondary schools of the Punjab Education Foundation did not align their teaching methodology with the students' needs. Punjab Education Foundation-funded schools lacked test marking and failed to cover the academic syllabus. Teachers in Punjab Education Foundation secondary schools seem to be minimizing the use of teaching aids to enhance their lessons. The teachers' satisfaction in government schools was superior to those in Punjab Education Foundation secondary schools. The secondary school teachers at Punjab Education Foundation provided minimal feedback on the daily homework assignments.

The Punjab Education Foundation funded the school building, which did not meet the standard of providing one square meter of space per student. The Punjab Education Foundation Secondary Schools lacked a functional computer lab and were not connected to the Internet. Examination halls were not present in Punjab Education Foundation Secondary Schools, and the condition of the toilets had not been enhanced. Both types of schools had no choice but to

implement load shedding. The Punjab Education Foundation secondary schools lacked sufficient furniture. The classrooms in schools funded by the Punjab Education Foundation were narrow. The Punjab Education Foundation Secondary Schools were deficient in instructional materials. The Punjab Education Foundation Funded School's boundary wall was low and lacked CCTV cameras. The Punjab Education Foundation Secondary Schools office lacked proper equipment and did not have an educational calendar.

Government schools did not have parent-teacher meetings, and parents did not share their children's results. The students from schools funded by the Punjab Education Foundation had limited access to the science laboratory. There were no substantial measures in place to address student harassment in government schools. There was a lack of coordination among faculty members in the Punjab Education Foundation Secondary Schools.

The Punjab Education Foundation Secondary Schools failed to enhance the quality of co-curricular activities. The Punjab Education Foundation Secondary Schools did not offer sports programs that aligned with the students' needs and interests. Students from schools funded by the Punjab Education Foundation showed minimal interest in sports. The Punjab Education Foundation schools lacked a playground and were unable to accommodate cricket games. The Punjab Education Foundation Secondary Schools lacked the necessary sports equipment. The Punjab Education Foundation secondary schools lacked a physical education instructor. The Punjab Education Foundation Secondary Schools did not conduct speeches, essays, and cultural shows as part of their co-curricular activities. The Punjab Education Foundation Secondary Schools did not organize educational excursions. No students were enrolled in the Punjab Education Foundation Secondary Schools in Scouts and Girl Guides programs.

Recommendations

1. It is recommended that the teachers and principals of Punjab Education Foundation Secondary Schools should enhance their professional skills and academic qualifications for better management and teaching.
2. The risk management mechanism should be improved, and Punjab Education Foundation Secondary schools should make a risk management plan.
3. It is suggested that Punjab Education Foundation Secondary Schools should follow the minimum quality standard set by the Punjab school minister to fulfill the vision of Goal No. 4 of Sustainable Development (SDG-4) 2025.
4. Punjab Education Foundation Secondary Schools should improve school climate, infrastructure, and co-curricular activities.

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