

**QUALITY EDUCATION AT SECONDARY
LEVEL: A COMPARATIVE STUDY OF
PUBLIC AND PRIVATE INSTITUTIONS**

BY

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COMPARATIVE STUDY OF PUBLIC AND PRIVATE
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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to Faculty of Social Sciences for acceptance.

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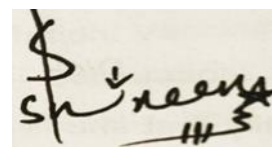
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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis **“Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions”** submitted by me in partial fulfillment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Signature of Candidate

Sabahat Shireen

ABSTRACT

Title: Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions.

This research was designed to compare quality education of public and private schools at secondary level located in Chitral. The theoretical framework for this study was based on CIPP model (Context, Input, Process and Product). This evaluation model was developed by Daniel Stufflebeam and colleagues in 1960. A total 700 students, 180 teachers and 12 principals in public and private sector institutions at secondary level constituted the population of the study. Proportionate stratified random sampling technique was used to draw sample. The sample size consisted of 257 students, 120 teachers and 12 principals of both sectors institutions. The approach of the research study was mixed methods. Two questionnaires for students and teachers, interview protocol for principal/ headmaster and document analysis were used to collect the data. The reliability of the two questionnaires was .782 and .857 respectively. The data was collected personally by the researcher. The quantitative part was analyzed statistically using descriptive statistics (mean, percentage) and inferential statistics (independent sample t test). While interviews and document were analyzed through thematic analysis to draw findings. On the basis of finding, it is concluded that private institutions are better than public institutions in term of quality. The private institutions are better in terms of teaching process, curricular/co-curricular activities, and achievement, whereas, in term of input both sectors have no significant difference. It is recommended that standards of teachers' qualifications and competencies may be rechecked in public institutions and produce the types of teachers needed by the students.

TABLE OF CONTENTS

THESIS AND DEFENSE APPROVAL FORM	ii
AUTHOR'S DECLARATION FORM	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ACKNOWLEDGEMENT.....	xii
DEDICATION.....	xiii
CHAPTER 1	1
INTRODUCTION.....	1
1.1 Rationale of the Study	6
1.2 Statement of the Problem	7
1.3 Objectives of the Study	8
1.4 Research Questions of the Study.....	9
1.5 Null Hypotheses	9
1.6 Theoretical Framework	10
1.7 Significance of the Study	16
1.8 Methodology	17
1.9 Delimitations of the Study.....	18
1.10 Operational Definitions	18
CHAPTER 2.....	21
REVIEW OF THE RELATED LITERATURE	21

2.1 Aspects of Quality Education.....	23
2.2 Dimensions of Education Quality	24
2.3 Education Quality Indicators.....	25
2.4 Secondary Level Education.....	31
2.5 Quality of Secondary Education	33
2.5.1 Trends, problems, and issues	34
2.6 Secondary level education in Pakistan	35
2.7 Causes of Secondary Education Quality Deterioration.....	38
2.8 Factors of Quality Education.....	40
2.9 Theories and models.....	44
2.10 Education System of Pakistan	46
2.11 Public Sector in Education	46
2.12 Private Sector in Education	47
2.13 Situation of Pakistan.....	48
2.14 Comparison of Public and Private Schools	51
2.16 Current Statistics	56
2.17 Current Situation in Chitral	58
2.18 Educational Evaluation in Khyber Pakhtunkhwa.....	66
2.19 Critical Summary	68
CHAPTER 3.....	72
RESAERCH METHODOLOGY	72

3.1 Research Approach	72
3.2 Research Design	75
3.3 Population.....	76
3.4 Sampling Technique.....	78
3.5 Sample Size	80
3.6 Research Instruments	81
3.7 Instrument development	83
3.8 Pilot Testing	85
3.8.1 Validity and Reliability of the Research Instrument.....	86
3.8.1.1 Validation of the Instrument.....	86
3.8.1.2 Reliability of the Instruments	87
3.10 Data Collection.....	90
3.11 Data Analysis	91
CHAPTER 4.....	97
ANALYSIS AND INTERPRETATION OF THE DATA	97
4.1 Thematic Analysis of Interviews of Principals, Headmaster/ Headmistress	97
4.2 Interview Transcription	97
4.3 Themes	107
4.4 Document Analysis	112
4.4.1 Marks in Annual board Examination (Appendix H)	116
4.5 Comparasion of Annual Result of Private and Public Institutions	126

4.6 Analysis of Objectives and Hypotheses Regarding Input and Process Dimension	127
CHAPTER 5	132
SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	132
5.1 Summary	132
5.2 Findings	134
5.3 Discussion	139
5.4 Conclusion.....	145
5.5 Recommendations	147
5.6 Limitations of the Research.....	147
REFERENCES.....	149
APPENDICES.....	162

LIST OF TABLES

Table 1. 1 Enrolment distribution by Stage in Public Schools	57
Table 3. 1 Approach and method of data collection	72
Table 3. 2 Research questions, their approach and method of data collection	73
Table 3. 3 Total population	77
Table 3. 4 List of public and private schools	78
Table 3. 5 Sample size formulae	81
Table 3. 6 Research instruments used in the study	82
Table 3. 7 Elements of teacher questionnaire	84
Table 3. 8 Elements of student questionnaire	84
Table 3. 9 Teacher Questionnaire Reliability	88
Table 3. 10 Item total Correlation of teacher questionnaire	88
Table 3. 11 Students Questionnaire Reliability	889
Table 3. 12 Item total Correlation of student's questionnaire	889
Table 3. 13 Analysis Method with respect to Objectives	896
Table 4. 1 Public Schools Grades.....	113
Table 4. 2 Private Schools Grades	115
Table 4. 3 Public Schools Percentage	116
Table 4. 4 Private Schools Percentage	123

Table 4. 5 Comparison bases on Input factors	128
Table 4. 6 Comparison based on Process factors.....	129
Table 4. 7 Difference organizing co-curricular activities	130
Table 4.8 Formative exam results.....	130

LIST OF FIGURES

Figure 1: The CIPP Model (Context, Input, Process and Product).....	11
Figure 2: Convergent/ parallel design.....	76
Figure 3: Steps in thematic analysis.....	92

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Thank you all!

DEDICATION

This work is dedicated to

My Parents

CHAPTER 1

INTRODUCTION

The efficiency of education system is highly dependent upon the quality of education in institutions. Therefore, dealing with the fast-evolving era, the quality of education is considered a vital force for the success of a nation. Education needs to be qualitatively improved to gain acceptability in modern marketplace. Thus, quality must be on the topmost consideration as lacking this probably will not give out its actual motive to change the students' behavior making them to escort one's nation to the top of greatness (Budiharso & Tarman, 2020).

In Pakistan, the quality or standard of schooling is very inadequate. It was essential to carry out a study on educational quality, particularly to compare the standards of secondary public and private institutions. It was vital to compare the educational standards of public and private institutions actual situation, keeping in mind the slogan of the era that quality was declining in our schools. Without raising educational standards, we will be unable to stay up with the times.

Quality is a very noble yet a complex terminology in the education system. It is utilized for assessing and occasionally it is indicated to set certain identifying aspects. The term quality education signifies for the system standard of management, infrastructure of institutions, resource utilization, curriculum, teaching methods, exam process, teachers etc (Khan & Siddiqui, 2021). Additionally, for the system to be acceptable to the market and other stakeholders in education, it must meet the economic requirements of the society as well as the best student performance or high standards of achievement in various school subjects. Whereas a lack of quality

indicates that the standard of achievement has declined to a point below what is considered to be standard and does not meet the standards of acceptability, relevance, and employability that are set through test results or other achievements.

Institutions have evolved into the center of modernization in the current era. There must be enough physical infrastructure, resources, and other classroom facilities in place to deliver high-quality education. Physical resources are an indication of high-quality secondary education in both public and private institutions. A conducive learning classroom is composed of proper physical facilities given to schools. In addition, students' basic needs are what direct them to their achievements. However, student cannot get education only in classroom and we also cannot make them smart by confining them into the four walls. Through interaction with their internal and exterior environments, their learning can be improved.

Secondary education in Pakistan is divided into four classes: 9th, 10th (Secondary Education) and 11th,12th (Higher Secondary Education). Secondary education is a critical component of the overall educational system. On the one hand, it supplies a middle-level labor force for the economy, while on the other, it serves as a nursery for higher-level education. Quality at this level determines the quality of higher education, which is anticipated to produce quality professionals in many fields. This level of education must thus be revised in such a manner that it both prepares our students for higher education also prepares them to adapt to their practical life successfully with a meaning.

Secondary school has long been considered to be one of most fundamental and crucial phases in students' lives. This stage helps to the development of student personalities, enabling them to function successfully and become helpful members of

society. It is related to the all-round growth of student's behavior and personality, as it is qualitative side of education. Secondary education has a vital role to prepare pupils for higher education and service (Javed, 2015). Therefore, an effectiveness of education mainly rely on the quality, efficacy, and productivity of secondary level education. Quality education is regarded the key to Pakistan's survival and development in today's fast-changing globe. In Pakistan's education system, both access and quality are crucial, but education must be qualitatively upgraded to gain market acceptance and support from stakeholders. With the world changing rapidly, Pakistan's survival and development rest on its ability to provide quality education (Shaikh, 2015).

Different kind of institutions are there like private and public, technical institutions and religious institutions. But in Pakistan is the main two kinds are public and private school systems, the secondary level consists of matric. Secondary education is very the entire educational system, as here the students decide to choose their career. It supplies a force of middle level worker to the economy and at the other side it acts as tributary to education at higher level. Therefore, education at this level needs to be renovated in a way that it trains the individuals to adjust to their life productively (Farooq, Feroze, & Kai, 2017).

The two schools have a number of internal and external elements. It also examines how parents and educators perceive public and private schools. The research examines aspects such as teachers, students, infrastructure, curriculum, resources, instructional methods, various activities, parental engagement, and behaviors that contribute to the quality and effectiveness of public and private schools. Other internal variables are investigated, including school management, the curriculum,

teacher quality and training, and school atmosphere. All these criteria are critical in determining the success and effectiveness of both private and public schools.

Currently, because of their more innovative and improved educational systems, test criteria, and information creation, in comparison to public schools, private schools are becoming more popular and appealing to most parents and students, which are relatively inexpensive but inefficient, and are losing favor. Private school is more preferred by parents for their children (Ullah & Hussain, 2020). Considering that one sector cannot fulfil all of the policy goals on its own, it is essential to pursue the voluntary participation of both sectors in the expansion of education. It is important for both industries to guarantee that educational institutions have all necessary resources.

Adequate physical facilities and proper trained teachers are needed to provide to ensure quality education in schools. As, it is an indication of high-quality secondary education at both of the sectors public and private schools when such amenities are available. Further, physical amenities are the fundamental elements that guide students toward their goals.

KPK (Khyber Pakhtunkhwa) education index shows a quite good literacy rate of Chitral, although Chitral is underprivileged in the aspects of basic education needs, besides that the valley touched the top literacy rate (77.42%) in Khyber Pakhtunkhwa (Shah, 2016).

In the future literacy rate will be near 100% in Chitral, but the alarming fact is that our education system ignoring the quality aspect which will result fail to produce quality and converting people from illiterate to a proper literate group. This education

in Chitral is not incorporating the present and upcoming market requirement in the system it will lose its value with time (Ahmad et al., 2014).

As an MPhil Education student, it is very important to investigate the quality of school in Chitral, particularly to assess the quality education of both public and private secondary education systems. Given that the quality of education in our intuitions was deteriorating, this comparison was much required in both public and private managed intuitions to the real situation, because we cannot stay up with the modern age without improving quality, the comparison of the good and efficacy of education offered by both of these sectors-maintained institutions to the real situation is critical, since we will be unable to stay up with the present context unless we increase quality.

The research examines them in relation to the success and effectiveness of the school and also the management and operation of the two sector schools, the curricula that are taught, the facilities, and the previous learning environment. The research details the opinions of students, teachers, the headmaster, and the principal of the school regarding public and private schools.

This study might be able to give some awareness of the real strengths and weaknesses of both types of schools in the current situation. When selecting a school, it can be challenging to know where to start looking. This study might serve as a guidance for parents, outlining the important factors of both sector institutions. When making a choice, discussion of the factors should not be the only source of information. This information may be helpful to assist one in making a more informed choice about where to place their child.

1.1 Rationale of the Study

There is a lack of up-to-date empirical evidence and a very limited studies on education quality in Chitral. This study is important to bridge the study gap particularly in respect of academic achievement of the students, teachers' professional competency and teaching and learning facilities. This research investigated that how schools in Chitral are performing today in term of quality and hence reducing the gap.

Chitral is one of the rural areas of Khyber Pakhtunkhwa which has a literacy rate of above 71% and stand 7th in the province (Yousafzai, 2017), but despite of high literacy rates the students are not able to grab positions in entry test and job opportunities. It is not producing intellectuals who can compete with the students of other areas of Pakistan (Zulfi, 2018).

The rationale behind this study is based on the fact that there is a lack of research in this vital sector in, particularly a comparative study between the two types of educational sectors, public and private institutions in Chitral. Therefore, this study revealed the current situation of Chitral education system.

According to a report in Chitral, the current state of education is inadequate, with several flaws in the emphasis on higher education. There has been development in the education system, but it does not adequately represent the demands (Times, 2013). This shows the demand for more study in this area.

Due to the differences in the objectives and aim of both sectors, the practices of quality education in both sectors differ. Both sectors contribute significantly to the country's educational system (Burke, 2020). As a result, it is needed that the quality of these two sectors be investigated as comparatively, and good things instilled in them in order to improve the quality.

In short there are very few studies regarding quality education in Chitral, yet no research on quality education have been conducted, particularly a comparative one, where the quality education standards in Chitral's public and private secondary institutions has been compared. The goal of this research was to compare the factors of quality education standards at public and private secondary schools in the Chitral district. So, that both sectors can improve their practices of quality education taking into consideration the study's findings.

1.2 Statement of the Problem

Secondary education is aimed to provide education that prepares students for higher education or the career they like to pursue and in case of developing countries, where the need for a better education system is increasing day by day, the study of public vs private schooling is a topic of significant interest. In such a case, a genuinely comparative investigation of the quality of education of private and public education becomes critical for both education and policymakers. Furthermore, public schools lag behind; there is a significant discrepancy in performance quality between private schools and public schools. Therefore, in addition to comparing the performance of private and public schools, it is need of the time to ask which sector is doing better than the other (Malik & Saeed, 2018).

The purpose was to examine their practices based on CIPP model and to look at the differences between private and public schools and examines the factors that affect their success or effectiveness. For that the context, input, process, and product of the schools were evaluates. The factors on which the schools compared were context which included vision, mission, goals, objective; Input included

infrastructure, facilities, resources needed for effective working of the system; the processes and the results of students.

This study compared the factors of quality education at public and private secondary level institutions, that how secondary level institutions are performing in term of quality and hence reducing the gap.

1.3 Objectives of the Study

The main objective of this study was:

1. To compare the quality of education provided by public and private institutions at secondary level.

The sub-objectives were:

1a. To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.

1b. To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level.

1c. To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.

1d. To compare the status of quality education in public and private institutions with respect to different factors related to product (student achievements, results) of the system at secondary level.

1.4 Research Questions of the Study

Following are the main research questions of the study:

1. Are the courses relevant to the aims of the institutions in both sectors at secondary level?
2. Are the objectives of the courses related to aims in public and private institutions at secondary school level?
3. Is there effective two-way communication between teachers and parents in both private and public institutions at secondary level?
4. What is the previous result status of private and public-institutions students at the secondary level?

1.5 Null Hypotheses

The current study possesses null hypotheses which are:

H₀₁: There is no significant difference between the resource availability of private and public sector institutions at Secondary school level.

H₀₂: There is no significant difference in the teaching methods of public and private schools at secondary level.

H₀₃: There is no significant difference in organizing co-curricular activities in private and public sector institutions at Secondary school level.

H₀₄: There is no significant difference in results of formative exams of public and private schools at secondary level.

1.6 Theoretical Framework

Theoretical Base of CIPP Model

CIPP Model is a comprehensive approach to evaluation. It was developed through individual and group conceptualization efforts and derived its major empirical base from the work of the Ohio State University Evaluation Center in developing and installing the Department of Evaluation and research in the Columbus, Ohio Public Schools (Stufflebeam, 1971).

Two key dimensions have been combined to form a matrix as the base for CIPP Model. The vertical and horizontal dimension. The vertical dimension includes the three steps in the evaluation process called delineating, obtaining, and providing, while the horizontal dimension includes four kinds of evaluation, called context, input, process, and product. The acronym CIPP was derived from the first letters of the names of these four kinds of evaluation (Stufflebeam, 1971).

CIPP Model

CIPP model (Context, Input, Process, Product) provided a theoretical basis for this study, to determine quality of a system or a program. This model is widely used to collect information about a programme systematically to identify its strengths, weaknesses and enhance programme effectiveness or prepare for the future.

This model was developed in late 1960 to improve and achieve accountability for U.S. school programs, especially to improve teaching and learning in urban, inner city school districts. Over the years, the model was further developed and applied to educational programs both inside and outside the U.S. Also, the model has been employed internally by schools, universities, charitable foundations, businesses, government agencies, and other organizations; by contracted external evaluators; and

by individual teachers, educational administrators, and other professionals desiring to assess their quality and improve their services. The model's underlying theme is that evaluation's most important purpose is “not to prove but to improve quality” (Stufflebeam, 2003).

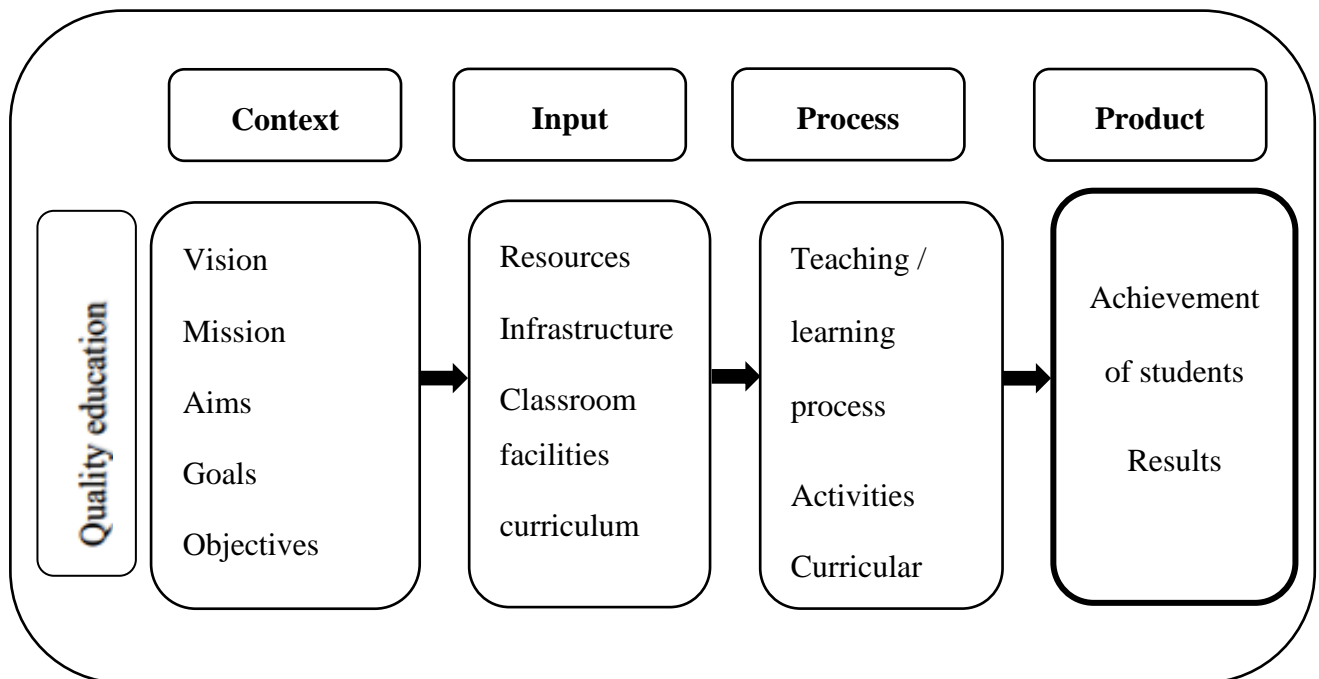


Fig.1

(Burke, S. G. (2020) Using the CIPP Evaluation Model to Examine a Bachelor of Science in Health Systems Management Program).

1.6.1 Context Evaluation: This helps to evaluate the opportunities and needs and in a certain environment. The aim of context evaluation is to check, address and identify the essentials. Identifying difficulties and determining whether or not the goals are appropriate for the situation.

This comprises to examine and describe the context of the institution to be evaluating, to determine the mission, goals, and objectives of institution. The philosophy with which the institute has started and the status of the institute with

respect to their own present ideology. Like, how the institute organizes its work to accomplish its objectives.

1.6.2 Input Evaluation: This comprises activities like, description of resources. How the institute has managed its resources. There is various type of resources are of resources. For college and school, the infrastructure such as class, furniture, and audio-video aids, library, laboratories, auditorium, playground, computer room and staffrooms etc. are essential physical resources. Beside these human resources are of main importance such as teachers, non-teaching, and special teachers etc. The institute must emphasize on various aspects of development of the students therefore the inputs of various kinds like inputs for human resource, physical, social, co-curricular and emotional development etc. also must be obtained by the institute.

1.6.3 Process evaluation: This section describes how the institution is being established and how the programmes are being carried out. Implementation is a critical step in which the inputs are employed in such a way that the desired product is obtained. When the school is assessed school, the most important information is about what is happening in the institution. In this phase implementation of decision take place. The institutions has different practices and programs, which must have a systematic approach. It may be teaching and learning process, organizing activities like for students, teacher-parent meetings, annual result day, sports competitions, national days celebration, co-curricular and extracurricular activities, preparing students for exams, every of these processes have a systematic approach to achieve the goals.

1.6.4 Product Evaluation: This part examines and determine the practice and the outcome of the institute. The most important outcome of any institute is the students. The student in himself is not the outcome but the skills, knowledge, values, attitude etc. that is achieved by the individual is the product. This is what is going to be useful in his life as an apart of society. The results for boards' examinations should not be the indicator of the product of the school but should also give importance on how the individuals are succeeding in various parts of life in the society.

A broad range of programmes, including educational programs and institutions, has been evaluated using the CIPP model. CIPP assesses various educational programs in order to improve the quality of education quality (Zhang & Wildemuth, 2009). The CIPP approach is utilized to assess and enhance the effectiveness of educational programmes. Improvising the performance of the programme is a key goal of assessment based on the CIPP model. According to studies, CIPP model covers every phase of evaluating an educational programme. It offers the necessary knowledge required to make educated judgments and develop educational programmes in a positive way. The approach stresses the methodical and broad definition of the skills of an educational programme in addition to concentrating on giving clear answers to queries (Toosi et al., 2021).

The CIPP model assists to check the efficacy and accountability at school-level. Many studies have been done for quality evaluation of educational programs, courses and quality of education (Morrison, 2005). This study also used the CIPP model for quality education. According to a study by Stufflebeam in 1971 on "The Relevance of the CIPP Evaluation Model for Educational Accountability", there the model supports both internal and external evaluations, aids in assessing the credibility and accountability of educational program (Norazlinda & Sankaran, 2022).

According to the CIPP model, there are four primary dimensions to ensure quality evaluation at institutions, which stress issues such as purpose, objectives, and goals, as well as context, input, process, and product. The context refers to the opportunities and needs that determine the aims and goals based on what results will be achieved. Infrastructure is included as input. In the teaching-learning process, resources and material must be used. While the process includes the teaching-learning processes, assessment and activities, and all other processes that are important for the execution and evaluation of various activities. Products comprise the values, skills, attitudes, and outcomes required to recognize the educational program's outcomes and excellence (Stufflebeam D. , 1960).

This CIPP model can be used to assess different aspects of institutions. This will allow to evaluate institution in a very comprehensive way. Essentially, this model asks a series of questions about four elements of institution i.e., context, input, process, and product (Patil & Kalekar, 2015).

A study was done for quality evaluation of schools by using Stufflebeam's evaluation model. This research includes all the four dimensions, focusing on how context, inputs, and process influence the institutions effectiveness and its outcomes. This included the schools' vision, missions, goals, and objectives, its infrastructure, resources, content, curriculum, and strategies used for implementing the teaching learning processes, teacher capabilities and skills, teaching/ learning processes and activities that are responsible for schools' effectiveness (Aziz & Mahmood, 2018).

Currently various studies were done using CIPP model, the CIPP model was also selected as the paradigm to evaluate the priorities of students, teachers, and school heads. They made an effort to pinpoint these assessment demands and provide

proposals and recommendations for an evaluation system inside a school. A study aimed to evaluate the Bachelor of Education program based on the CIPP (Context, Input, Process, and Product) model. Students, teachers, and top management employees were assessed to evaluate the overall program, where the following aspects were assessed; Lesson plan, teaching/learning process, content, infrastructure, resources, and facilities, moreover the CIPP model was also employed by a number of regional researchers to assess the efficiency of processes like teaching and learning. Aamad and Sidek (2009) conducted study to evaluate the input, process, and output of the curriculum implementation in secondary schools using the CIPP evaluation model. This leads to the conclusion that the CIPP model is essential and may serve as a template for researchers evaluating any programme. Researchers may use this approach to analyses a program's strengths and faults and make major changes and improvements (Saad & Sankaran, 2020).

The CIPP model was also employed in research to evaluate the success of the Research Council's implementation in preparing secondary school students to compete in scientific writing contests and the capacity of students to be innovative in research (Santiyadnya, 2021). Another research used the context, input, process, and product (CIPP) model to assess teacher education programmes from the viewpoints of teachers and administrators. Teachers and administrators associated with teacher education programmes at several institutions in the Baluchistan area made up the population (Alias & Tariq , 2022).

The original CIPP model was used by researcher because this study was on a basic level. So, the original model is quite simple and gives a holistic view of every element by evaluating context, input, process and output from each and every aspects of quality education at a basic level in Chitral. Also, as there were very limited studies

in this area of Chitral, hence the researcher started at a basic level, using other new model may be complex. Beside this there were several studies which used CIPP model to assess quality education, are mentioned above.

1.7 Significance of the Study

Lack of current empirical data on education quality is the gap found in relation to the changing educational needs of today. Therefore, this investigation is vital for "Chitral" in order to bridge the gap in terms of quality education. Therefore, the staff may be able to focus their efforts on the identified gap as a result of this research. The study might be used as a starting point for an empirical literature survey in this field of study. Additionally, this research may be of particular interest to all people and groups involved in the foundation, establishment, growth, and administration of Chitral's educational institutions.

As the study depicted the present situation of quality education and the comparison of public and private schools in Chitral, that may help to determine the area which needs to be more focused on, and so to improve that area. The study maybe beneficent for the sake of improving educational practices in both public and private institutions as the study's results and recommendations may be of substantial use to ministry of education, concern stakeholders, policymakers, educational leaders, principals, teachers and will be of particular significance to all organizations or individuals involved in the establishment, development, and operation of public and private schools in Chitral.

The Ministry of Education and any other relevant stakeholders may ensure that educational institutions prepare qualified, professional teachers. Such teachers who can instruct students well and improve their academic achievement.

The study's findings made clear the state of the classroom facilities, physical resources, and facilities, equipment's including those for labs, libraries, computers, electricity, clean drinking water, and sanitary facilities. The educational leaders or concerned individuals may have a regular check and provide them.

The principal may concentrate on enhancing the workplace conditions for teachers. They may be encouraged if they are paid well, given rewards for their efforts, and provided the resources they require for teaching. This study has been found to be beneficial in identifying the areas where teachers need to grow and improve in order to increase their overall pedagogical proficiency.

The findings are anticipated to give helpful information that may draw the attention of our representatives in the assembly to come out and do something for the education system, forcing the government to address this worthless education system.

1.8 Methodology

1.8.1 Research study type

The research type for this study was Mixed method.

1.8.2 Population

All the private and public secondary level students, teachers, and principals/headmasters of those institutions in Lower Chitral constituted population of the study. There was a total of 703 students, 180 teachers and 12 principals, headmaster/headmistress in those institutions.

1.8.3 Sampling

Proportionate stratified random sampling technique was used for teachers and students, as for the principals/ headmasters there were 12 principals in this study, so

all the 12 principals were selected for interview. The sample size consisted of 257 students, 120 teachers, and 12 principals, headmaster/ headmistress from both private and public at secondary school level. As for the Principals/ headmaster/ headmistress there were 12 schools in this study, so all the 12 principals were selected for interview.

1.8.4 Instrumentation

In quantitative part two self-made questionnaires were used to collect data, one for teachers and other for students. While in qualitative part interview protocols were used to collect responses of principals and document analysis of the result of board examination 2020 (Board of Intermediate and secondary education, Peshawar).

1.9 Delimitations of the Study

The study was delimited to:

1. The factors of quality education identified in CIPP model (context, input, process, product).
2. Private and public Institutions at secondary level in Lower Chitral only.

1.10 Operational Definitions

Following definition are used in the following study:

1.10.1 Quality Education refers to the successful outside experiences of student, the educational resources, facilities and material, the teaching/learning environment, and the educational results.

1.10.2 Private Institutions refer to those which are although establish under the policies of government but do not get funding from the government, so they collect the fee from their students.

1.10.3 Public Institutions refer to those schools that receive government fund and financial assistance on a grant-in-aid basis, they do not get tuition fee from their students.

1.10.4 Context refers to assess the needs and opportunities within a defined environment.

1.10.5 Goals refer to a brief description of the anticipated outcome over a lengthy period of time, often three to five years. It is a broad statement that focuses on the intended goals but does not go into detail on how they will be achieved.

1.10.6 Objectives are actionable targets that must be completed in a short span of time, such as a year or fewer, in order to reach a certain goal. Objectives outline of actions or activities required to achieve a goal.

1.10.7 Input refers to something that is used by a system or consumed during its operation to produce an output or outcome; time, human resource, physical facilities, infrastructure, the content, and the curriculum are in the resources which are utilized by institution to produce outcomes.

1.10.8 Curricular activities refer to those activities which are a part of curriculum of the school from the start and by itself.

1.10.9 Co-curricular activities are the activities that take place outside the curriculum but usually supplement the normal curriculum of the school.

1.10.10 Product refers to the results that are essential to recognize the efficiency and outcomes of the institutions.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Education was once thought to be an important need for a nation's development, but today it is all about quality education. This is a fresh educational idea, one must priorities delivering high-quality education to stay up and compete with the rest of the world. Because it provides trained and competent professional manpower, quality education is way to productive, profitable, and beneficial to the development of economies. A system that neglects educational quality would limit economic growth and generate an unemployed work force, among other social issues. Adequate education of the relevant kinds will promote better order and nature national growth (Madani, 2019). At all educational levels, quality improvement has become a global goal. Quality education is critical for preparing people for future education as well as equipping them with fundamental life skills. A strong education provides a higher standard of living and certification, the system must be reinvigorated with a quality focus.

Quality education is an influential catalyzing power, which delivers physical, psychological, ideological, and ethically train the pupils, so that they may fully realize purpose, their destination of life, and be prepared to get to that aimed goal. It is a method of both monetary fulfilment and spiritual progress for individuals. Within the Islamic context, education is defined as "a means of developing human behavior and attitudes in accordance with the ideal of virtue, which aids in the construction of an Islamic society." Education has an important part in the development of human

resources. Because it increases individual efficiency and output while also producing trained labor capable of driving economic growth (Ashraf & Ahmad, 2021).

Therefore, learning how to determine, understand or explain those facts and figures in such a way that all can understand it, not only just teaching facts. It consists of a lot of thinking, communicating with others, individual working capacity, and a wide range of subject. Quality education does not imply achieving high exam scores and grades. It means learning social skills and performing well in life exams. In other words, quality education involves working on one's social skills and getting ready for life's realities, and also getting aware about human rights and their implications.

According to a report quality education is define and explained that must be relevant, meaningful, and sensitive to the needs of each student and also it should cover the needs of the whole society. According to the "Education for All Global Monitoring Report 2005 - The quality Imperative," the two value describes how quality education is defined: the first recognizes learners' intellectual abilities as the primary clear and precise goal of all system of education in institutions, while the second focuses education's part to stimulate and promote responsible citizenship beliefs and values, as well as cultivating creative and emotional growth (Rehman, 2016).

As a result, the concept of excellent education must include all elements that contribute to education being important, useful, and powerful. An energized and fit learner; a safe and cultivating climate of institutions; a relevant curriculum; schoolbooks and teaching and learning facilities/ materials; methods by which trained teachers use student centered methods for teaching; and the outcomes of this learning

include skill, knowledge, and attitudes that promote a useful and positive contribution in society are among these elements.

According to UNICEF quality education incorporates the realization of an all-rounded individual who is ready to learn and to perform in activities that are arranged to add new experiences in a setting that result in the formation of healthy environment. Moreover, the concept of quality education has been given in different contexts by various scholars (UNICEF, 2013).

2.1 Aspects of Quality Education

Two aspects of quality education are described: Quality of the system includes a whole like human, physical resources, teaching and learning setting, policies etc.) (and secondly the quality of what the system offers to the individuals like, the quality of teaching and frequently used as synonymously. Therefore, is not easy to define quality in the situation of education (UNICEF, 2002).

Quality is an evaluation process of the educational system that increases the need for instructors to accomplish and expand their abilities while meeting the accountability requirements established by the folks who pay for the process in the interim. According to one research, quality is defined as simply meeting the needs of individuals, their parents, the government, instructors, and institutions, where they seek for various components of quality (UNICEF, 2002).

Chapman and Adams in 2002 clarified the education quality in terms of four factors which are input, process, output, and outcome. The input concern with the number of teachers in school and textbooks. Then the processes' part is concern with the time of the teaching-learning period but, the active teaching and learning and results include measurement of outcomes like the result and grades. While at the end

the outcome, concentrate on students' capacity to use their skills and knowledge to find a profession that has the potential to reduce poverty. In another article it is documented that quality of education always continues to be a foundation for growths of nations. The world all-over has agreed on the truth that education which is effective and is of a good quality is the only way to all the problems which the world is facing. Most of the developed countries, the vocational, practical, and empirical knowledge is the main forms of education, which have totally changed their economic situation. It has been discovered that primary source of disparity among developed nations and emerging economies is the level of education provided to their children (Gbenu, 2012).

One of the most significant stages of student educational life is Secondary level education. This level contributes to develop the qualities and characteristics of individuals personality, leading them to perform effectively and efficiently and to become a useful individual of the society. This level has guessed the acting part of an industry, which uses main part of populace that take parts to the output of the nation. It is connected to the whole development of the student personality, which is qualitative part of education.

2.2 Dimensions of Education Quality

According to the literature, the following dimensions of quality education are emerged:

2.2.1 Learner Characteristic

Capabilities and experience have a big effect on how and how quickly individuals learn. Assessments of the quality of educational outcomes should consider beginning disparities among students. Cultural and religious background, as well as

the amount and type of past learning, can all be important deciding factors. It is consequently critical to evaluate possible inequities among students based on gender, disability, race and ethnicity, HIV/AIDS status, and emergency conditions. If quality is to be increased, these variances in student characteristics frequently necessitate particular responses.

2.2.2 Context

There is a strong connection in between the education and society, which affects each other vice versa. Education may contribute to improve society by enhancing and reinforcing skills, values, communications, mobility, prosperity, and freedom of individual. Anyhow, education often strongly reflects society: the standards, values, and approach that update education are those of society as a whole.

2.2.3 Allowing Inputs

To aid, facilitate and assist a process the resources are made to be available, as well as the methods needs to be clear where these resources need to be handled, are likely to have a significant impact on the success of learning and teaching. It goes without saying that schools cannot function effectively without instructors, textbooks, or educational tools. In that sense, resources are vital for educational quality – but how and to what degree this is true has yet to be discovered. Inputs are allowing in the sense that they strengthen and are inextricably linked to learning and teaching procedures, which in turn impact the span and kind of inputs utilized, as well as how successfully they are used (Yaw Ankomah, 2005).

2.3 Education Quality Indicators

So far, the research indicates that quality is both a quantitative and a qualitative problem. As a result, its indicators should express concepts of quantity and quality.

Van den Berghe (1997) defines educational quality indicators as performance measures that allude to a quality feature or aim, pointing to the broader framework of performance assessment in which learners' function. It may also be viewed as a figure describing a quality attribute or the attainment of quality objectives. Efficiency, relevance, importance, and appropriateness are all important variables to consider in quality education.

2.3.1 Student achievement

Students' performance on accomplishment exams in knowledge, skills, conduct, and attitudes is one measure of educational quality. Cognitive achievement assessments are reliable indicators of pupils' future incomes. In cross-country comparisons, test scores are positively connected to growth rates of real per capita GDP.

2.3.2 School resources

This may be measured using a variety of metrics like the ration of student and teacher in the class, the expenditure on each student, remuneration of teachers, and education level. The length of the term reflects how actively schools are run, but it may also represent the importance of school instruction in a culture.

Hardth, (1971) added that the quality of school infrastructure is significant in offering high-quality education. Excellent infrastructure fosters an atmosphere that influences the mood and conduct of students. Schools require the size and shape of classrooms, laborites, playgrounds, and fresh water. Experts vary on the appropriate size of a school. An elementary school is typically required to have five acres of land (Rubab & Awan, 2020).

In a study it was contended that there are few different views on size of school which are, land for a secondary school should be 30 to 40 acres, 25 acres for 500 students, and fifteen acres for 1500 students. The provision of water to drink should be clean, because it is critical for the student's health. Similarly, the availability of tidy and clean restrooms for convenience, as well as paly areas for recreational activities, is required. Science laboratories are essential components of schools in the current day, providing students with the necessary equipment for experimentation (Rubab & Awan, 2020).

During academic activities, students require the assistance of their lecturers as well as reference materials from libraries. Viswanthan (1962) stated long ago that the library serves as a medium in the school, which demonstrates the relevance of the library. Similarly, the National Education Commission (1959) affirmed the value of libraries, reporting that the best schools with high student success had a large library and a diverse book collection. Moreover, in today's environment, the value of science and math kits cannot be overstated. The science kit consists of things intended to demonstrate scientific principles in conjunction with published curriculum content, as well as a toolbox including materials utilized in the classroom (Krasilchik,1990).

From the study of Oni (1992) and Hallak (1990), the physical resources and facilities in school/ class are a crucial feature in the administration and operation of an institution since they verify the outstanding functioning of any organization/ system which is social, which also contain education.

Physical amenities are one of the motivating variables which contribute significantly to academic progress in the educational system. The building/ infrastructure of schools, accommodations, classes, libraries, computer, and science

labs, recreational instruments, apparatus, and other educational facilities and resources are examples of these. Furthermore, their accessibility, relevance, and sufficiency have a favorable impact on academic attainment. Poor school buildings, on the other hand, have a detrimental impact on academic attainment (Suleman, 2014).

More, Taylor and Vlastos (2009) investigated the theoretical link of environment and its design in the classes. They found that the environment of the class functions as "silent curriculum." Which show that, like the obvious curriculum, class environmental method may assist and increase learning (Allen & Hessick , 2011).

A decent school facility is beneficial to the educational industry. According to research, clean air, enough lighting, and a compact, quiet, pleasant, and secure studying setting are critical for institution success, more Students' tested achievement levels were Lower at schools with poor building conditions (Edwards, 2006).

2.3.3 Student-teacher ratio

Pupil-teacher ratios are an important measure of teacher effectiveness. Some researchers argue that they approximate actual class sizes. Actual class sizes may be larger than these figures because of teacher absenteeism, specialization, and multiple shift teaching in some schools. Students attend school on double or triple shift rather than at same time.

Physical arrangement in the classroom has been shown in research studies to have an important impact in the teaching learning process. It will affect influence on a great extent on both instructor performance and student achievement in class (Savage, 1999; Stewart and Evans, 1997). Learners, teachers, and the physical surroundings are all part of the learning environment (Lippman, 2010).

Further studies mentioned that the physical environment of a room is simply described as its physical qualities. It relates to several factors such as the size of the space, lighting, temperature, the state of the class floor, either it is cover with carpet or plain concrete, and so on (Fisher, 2008). To some extent, the physical environment can influence students' ease as well as their capacity to study will improve. Students who are at ease are more likely to retain knowledge than those who are not. The physical environment is important in every action because it makes it more conducive, successful, and achievable (Rubab & Awan, 2020).

2.3.4 Teacher quality

The manner in which instructors are trained to teach is an important predictor of educational excellence. Teacher quality is determined not just by visible and consistent signs, but also by the level of training they get. It also depends on the behavior of teachers and the nature of their relationships with their pupils or students. The possible indications address issues such as: academic professional and qualification, experience, training on pedagogical methods, expert knowledge of the subject and content and then ability to teach and aptitude (Amponsah, 2005).

2.3.5 Teaching Aids

The smart classroom concept makes teaching more exciting and gives pupils the opportunity to improve their performance. A smart classroom is outfitted with computer and audio-visual aids, a white board, DVDs, and PowerPoint presentations, all of which are presented on a data projector. Teachers in this style of class successfully engage students in all learning processes. Syed Kamal-ud-Deen did comparative research in 1996. The goal of this study is to employ a teaching kit. This study analyses the usage of teaching kits in private and public schools in Baluchistan.

This study later concluded that Kit was utilized in 15% of government schools and 50% of private schools. As a result, student performance in private schools was higher than in public schools. Many more investigations have been carried out in different locations and on a nationwide scale. The conclusions of the investigations may be stated as follows: a teaching kit is required for a better teaching-learning process. The use of a teaching kit or teaching aids when teaching enhances students' enthusiasm in learning new topics (Khan, 2015).

2.3.6 Teacher's Qualification

The quality of education is primarily determined by the teacher. Teaching not only teaches textbook content but also assesses a student's ability to regurgitate it. There is no secret formula for passing knowledge from the teacher's mind to the student's mind. It is a difficult and hard task. The core elements of modern teaching include emphasizing the learner, guiding the learner, and fostering learner growth. When a child engages and is involved in a learning setting, they learn, particularly when the instructor gives them the opportunity to participate in a variety of situations. Teacher creates learning situations and pushes students to study, which is why teachers are respected individuals; nevertheless, teachers are underpaid and there is no incentive in the teaching profession (Kanwal & Ajmal, 2015).

2.3.7 Class Strength

A study examines how group size influences individual learning as well as the form of interaction and the growth of individual children. Individual development areas such as physical, emotional, social, and cognitive development were observed in terms of group size. The instructor may easily arrange activities in small groups, and the grouping of students is useful in generating daily schedule and programmed

resolutions. Class conduct, and test results were powerful stimuli in student strength. When students learn in small groups, they learn more or more successfully. According to the researcher, pupils should have access to this resource. When strength is greater than difficulty, it is easier to educate successfully. Improve the monitoring system in schools and provide opportunities for teachers to communicate concerns. Teachers teach more effectively and devote more time to active teaching rather than classroom management. Students in small courses have less difficulties learning (Neill, 2012).

Furthermore, when class size is decreased, student participation in learning activities increases. According to research, early grades of students create good results in small sizes. Professors teach better in small courses than in large classes because contact between students and teachers is more difficult in large classes. Some policymakers and education professionals have lately investigated if influencing other educational contributions might be more successful or cost-effective than Lowering class size. According to new studies, teachers who place a high priority on consistent test results have an influence on such subsequent outcomes for their pupils. The strength of the class has a direct impact on teacher or student performance (Biddle, 2002).

2.4 Secondary Level Education

This stage lasts two years and includes Grades IX-X. It typically covers children aged 13 to 15. The educational board in Chitral administer a standardized examination, the Secondary Schools Certificate (SSC), at the end of the tenth grade. The majority of schools use Urdu as the medium of instruction anyhow there are some other private schools and government schools that use English in their teaching. He goes on to say that at this point, children begin to be streamed. Students select from

groups such as Science, Humanities, technology, Urdu, English, Pakistan studies, Mathematics, and Islamiyah are required subjects, and the specified stream is determined by three elective subjects (Bashir, 2001).

Secondary education is a critical stage in that students enter adolescence. At this stage, students experience physical and mental changes. They are given new responsibilities. These secondary school years are critical for instilling proper behavior and attitude. Moreover, according to the study Secondary education has a significant role in training the students for their higher education which in result also help the economy to boost up. The quality of an education system's education, particularly at the secondary level, determines its productivity. As a result, to compete in today's fast-changing world, great education is critical to the nation's success, survival, and prosperity. Access to education is necessary but quality is more of primary need in our current system so, education must be improved in order to get acceptance in today's market.

Behaviorism theory is a learning theory developed by John Watson and Ivan Pavlov. This concept is centered on the stimulus-response principle, which holds that behaviors are caused by external inputs. External stimuli include external stimuli, such as school characteristics and observable ambient stimuli, which impact learners' behavior in a learning setting. It claims that learners are essentially passive and react to ambient or external stimuli. When characterizing an individual's behaviors, the behaviorism hypothesis does not consider consciousness or interior mental state. Individuals' behaviors are influenced by both positive and negative external reinforcement. As a result, in relation to the learning environment, the theory asserts that great education is characterized by changes in learners' behaviors as a result of environmental stimuli (Harasim, 2017).

According to the study's primary conclusions, the socioeconomic makeup of school components is critical to education quality and student achievement. These physical school elements are favorably associated to educational quality. This research study also said that the qualitative performance of private schools is superior to that of public schools as a result of effective faculty and administrative control (Gbenu, 2012).

Another research conducted on the causes of downfall and poor quality at secondary education in the province of Khyber Pakhtunkhwa, where the study emphasized key aspects as pillars of quality education because of their importance in quality education, such as great teaching staff, a strong supervision and monitoring system, a difficult and well-balanced curriculum, effective library supply, and many more. According to the findings, a variety of factors contribute to the decline of quality education, including a lack of an adequate system for supervision and monitoring, a lack of qualified teachers and staff, political interference, a lack of instructional facilities, overcrowded classrooms, a lack of qualified faculty, and many others (Nadeem, Khan, & Gul, 2020).

2.5 Quality of Secondary Education

Usually, it is not very easy to give a universally accepted definition of education of quality. This concept is also problematic to measure the concept of educational quality. Research in this part has frequently used an operational definition of the word and has stressed different aspects of the quality. Many have tended to compare quality with education quality and to use pupil result as a quality indicator. While strategies like this can give an assessment of different aspects of quality, they only provide a functional scenario of quality; maybe we should also take in account

the indicators and processes that occur in the real setting of a secondary level institution.

The debate is that educational quality needs to be comprehended contextually, considering the various operational settings in which schools operate. The external environment is provided by the locality's development context. The internal environment in the institutions is provided by the operational setting in which the secondary institutions operate and is shown through:

- i. Infrastructural resources are present or not.
- ii. Human resources, particularly educators and administration staff.
- iii. The procedures of teaching and learning must consider how curriculum is transacted.
- iv. Learner achievement reflects schooling outcomes.

A comprehensive review of different research in the field has shown institutions and background of a family indicators influencing an individual outcome, results in school. The school factors considered to be influencing learner achievement are the school's resources, equipment, the educational climate and the principal's leadership behavior, the teachers' qualification, training, and morale (Imran, 2010).

2.5.1 Trends, problems, and issues

Secondary education is still very common deficient part of our education system, and it direly requires a full and clear check, balanced and total reformation. The goal needs to be more inclusionary during the crucial phase of secondary education, embracing the issues and requirement of student teenage life, which is usually crucial point of a child development. The underlying challenge of determining society's influence on the person and the individual's reaction to society must be clearly and

fully answered. The reality is not possible be disregarded that throughout the secondary school years, the country's students are exploited by society and groups, and their benefits, energy, and impulses are diverted towards harmful activities rather than legitimate social goals. The vast number of young pupils served as a breeding ground for future leaders from many walks of life. It is one of the nation's most difficult challenges, and the nation's salvation is dependent on facing and successfully overcoming it (Imran, 2018).

2.6 Secondary level education in Pakistan

Pakistan National Education Policy, mentioned the education system has an obligation provide a quality education to students in order to know them about their own part, capability and contribution to the posteriority and growth of society and country, generating a concept of patriotism in individuals, a patience sense, democracy, justice both in social and daily life (Javed, 2015).

A study showed there has been serious criticism against Secondary level school because they are not able to produce individuals with good character, student with balance personality and with disciplined behaviors, therefore the establishment of cadets and public colleges are focused which give more importance for the development of leadership qualities continues. The normal institutions do not meet the needs of peoples beside this they are costly and only few people can afford them for their children (Aziz, Mahmood, & Rehman, 2018).

Therefore, efforts must be made to enhance the educational experience for the ordinary secondary and higher secondary schools through improving their human resources, physical and material facilities, and teaching environment etc. Now the new education policy again chooses up the cords and indorse the establishment of

“Model Secondary Schools” at level of district. The second criticism which is against secondary level education is that they deliver general education. They have not grown as “terminal stage”, nor they have not given the institutions as complete stage. So, this study showed that secondary level delivered general education and are almost preparatory school/colleges for higher education, therefore, they place more pressure on colleges and universities which in result lead to educated unemployment (Amir, Sharf, & Khan, 2020).

Most of the time results of SSC, HSSC and while inadequacies in these entry tests have gone the other way, they are still considered indicators of education quality and teaching quality. However, there are a variety of factors that go into determining the quality of education, and we cannot solely rely on test scores. Some studies mentioned that educational quality depends on teacher’s implementation of teaching strategies.

Language proficiency, resistance to active learning, absenteeism, lack of enthusiasm in learning, poor communication, and other variables have been found to have an impact on educational quality. The low level of credentials, the availability of resources, the extensive use of part-time teaching, devotion, skill, pedagogy, collaboration, and moonlighting, among other negative qualities, were regarded to be highly essential in defining quality education, as was the teacher's conduct (Gilano & Hailegebreal, 2021).

Most educational researchers believe that curriculum, resources, textbooks, social linguistics, and value systems of local communities, as well as promotion of racial minorities, may all can utilize to upgrade and enhance the quality of education in educational institutions. When instructors' level is improved, quality education may

be seen in schools. The quality of teachers as measured by indicators may be indicative of the quality of schools. In addition, several quality education components are necessary, such as curriculum, planning, curriculum transformation, infrastructural facilities, resources used by teachers, engagement of students, organization, and administration. It can, though, require considering the role of members in family and the institutions related to it.

When discussing the quality of education in private institutions, infrastructure should be reviewed. Although, alternative measures can be required to assess quality in the private sector. In this regard, Imran (2008) states in the Doctor of Philosophy thesis that great education is the most crucial vehicle for bringing about changes in any society. He does a comparative study of quality of education in private institutions at secondary level to that of public secondary institutions. Where he claims that most public schools have a building of their own, but the bulk of private institutions do not. Private principals, teachers, and the children outperform public school principals, teachers, and students beside this talk on public institutions principals and teachers were much more educated, experienced, and qualified (Gbenu, 2012).

However, some measures may be required to regularly check the quality of education in the private sector. A study done by Mushtaq in 2014 emphasizes in his piece that the private school at secondary level has a critical role which they do in providing good and effective education. More, he determined that the private institutions have creative, diverse, and modern structures of teaching-learning and administration while on the other side the public sector has old and homogeneous organizational system at the secondary level (James, 2020).

2.7 Causes of Secondary Education Quality Deterioration

According to a report from Pakistan's National Education Assessment System (NEAS), there has been a major downfall in educational quality, which shows public thoughts. There is an urgent need to introduce new and modern changes in teaching-learning practices, curriculum content, evaluation systems, infrastructure, and learning environments in educational institutions in order to raise the standard of education. The primary thing in shaping the journey of education and youth are the quality of teaching, guidance and counselling, and leadership skills (Amir, Rizwan, & Nawshaba, 2020).

Unfortunately, many of these qualities are absent in Pakistan's education system. According to Ahmad et al. (2013), Pakistan's educational system is the worst in South Asian countries in terms of quality. There are several factors that contribute to the decline in secondary school quality. Among them are insufficient financial support, intrusion of politics in hiring and removing the teachers, a lack of living arrangements, scant professional development chances for them, emotionally distant connections between staff, unrealistic situation of working, a lack of main resources, a weak supervisory, and curriculum issues.

Furthermore, according to Rashid and Mukhtar (2012), the main reasons for downfall educational standards are inadequate training both in in-service and pre-service, dull, and old curriculum/content, a disconnect between instructors and curriculum design, corruption, a lack of accountability, teacher absenteeism, and outdated teaching materials are among the issues. The writers advocated for a greater emphasis on teacher professional development, curriculum revision, establishing

excellent textbooks, revolutionizing examination systems, enhancing student learning, and creating a classroom climate favorable to education.

Suleman et al. (2012) believed that there are several factors that have a negative impact on education quality and degrade education quality at secondary side. These contributing factors include a lack of resources and facilities, salary are not attractive, overcrowded class sizes, a lack of mandatory in-service training, an autocratic school environment, poor quality laboratories and inadequately equipped libraries. This also discovered that teaching staff are not enough resulting in burden on the few teachers, some other engagements of teachers beside the teaching jobs, and various other duties assigned to teachers, as well as pupils' provoking and aggressive mindset, all worsen secondary education quality (Gouleta, 2015).

According to one report, Due to a weak education system, Pakistan falls far behind Western nations in science and technology. It could neither equip the kids with the skills needed to meet life's problems nor stimulate their brains with fresh ideas that would lead to creativity in many disciplines.

According to another study there are many issues in our country which seriously contribute to the poor education like the most major is corruption of finances, which in result cause to lack of financial resources, then the problems of management, administrative and structural , policies are not implemented properly, also another big issue is the ineffective system of evaluation in the institutions, moreover there is the outdated system of examination, political involvement, the poor communication between teachers, the head and the administration, also between teacher and students, teachers unpunctuality, poor professional development of teachers, and a very serious quality or even absence of resources (Olufemi, 2018).

In a similar line, Saeed et al. (2013) shown that education has never been a priority for Pakistani administrations. In terms of quality, Pakistan's education system is among the lowest among countries worldwide. There are various factors that contribute to the decline in quality in the secondary teaching-learning process.

A lack of trained, qualified particularly trained according to the new methodologies, the insufficient financial resources, a very old and obsolete teaching methodology for modern topics/ subjects, a serious lack of orientation and training workshops, absence of well qualified teachers in rural areas, the irrelevance of our curriculum to the daily life, this create a big difference in the country education system, more the politically motivated teachers in schools are a big cause of poor quality of education (Farooq, Chaudhry, & Shafiq, 2018).

Similarly, in another study there are some other poor quality education at secondary level , the reasons discovered were as follow; that there is a non-serious attitude of head in school, insufficient or poor quality teaching resources, well-qualified human resources are not there, over-crowded classes, policies inconsistency, the interference of politics in institutions, instability, poor administrative and management system, which cause in the wastage of valuable resource, poor implementation of educational activities and programmes, and inadequacy of educational activities and programmes (Javeed, Iqbal, & Ahmad, 2016).

2.8 Factors of Quality Education

There are factors that add up to the quality of education according to the literature. But yet if some of these factors are look into seriously, we can result in a good quality of education in our institutions. These factors are mentioned in a study that the factors are, the principal factors, educators whom are trained professionally, well-planned

and updated curriculum, research-based teaching, proper use of resources, up to date knowledge, quality pedagogy, academic achievement, required financial resources and infrastructural facilities which the Considerations that educational institutions should make in order to make their system meaningful(Javed, Ahmad, & Iqbal, 2016).

As according to a study, the quality of school infrastructure is important in providing quality education. Excellent infrastructure fosters an atmosphere that influences the mood and conduct of students. The shape and size of classes, laborites, grounds, and access to clean water are all required at schools. The area of a school is a topic on which experts disagree. A minimum of five acres of land is required for a primary level (Earthman, 2004).

According to Ali (1982), there area of the school needs to be open, same as the classes. The provision of water which must be clean is vital for the health of children. Similarly, the provision of tidy and clean restrooms for convenience, as well as paly areas for extracurricular activities, is required. L laboratories are essential components of schools in the current day, providing learners with the essential instruments for experiments (Hasbullaha, Yusoff, & Vitasari, 2011).

The significance of the library estimated by Viswanthan's (1962) statements from a long while ago, when he stated that the library serves as a medium in the school. Similarly, the National Education Commission (1959) affirmed the value of libraries, reporting that the best schools with high student success had a large library and a diverse book collection. In today's environment, the value of science and math kits cannot be overstated. The science kit is made up of things that are intended to

demonstrate scientific principles in conjunction with published curricular content, as well as a toolbox including materials utilized in the classroom (Krasilchik,1990).

Physical layout in the classroom has been shown in studies to have an important impact in the teaching and learning process. It can have an impact on both instructor and student achievement. Students, teachers, and the environmental elements are all part of teaching and learning environment (Lippman, 2010). The physical environment of a room is simply described as its physical qualities. It relates to a variety of factors such as the size of the space, lighting, temperature, the state of the classroom floor (whether carpeted or merely concrete), and so on. To some extent, the physical environment can influence students' comfort as well as their capacity to study (Sakarneh, 2011).

Physical infrastructure is a crucial aspect in a school, because they have an impact on the good results a system, particularly the Physical facilities are one of the motivational indicators that help to a large extent to academically achievement in the educational system. School buildings, lodging, classrooms, libraries, furnishings, labs, sports kits, apparatus, and some other classroom resources are examples of these. Moreover, their accessibility, relevance, and sufficiency have a good impact on academic attainment. Poor school buildings and overcrowded classes, on the other hand, have a detrimental impact on academic attainment (Iqbal, Hassan, & Ali, 2015).

Another factor is very important which contributes to quality education is the teacher performance, as a result of the survey, the majority of instructors said that their work performance was satisfactory. Teachers are considered to have strong teaching skills when they employ a variety of teaching methods in class, educate students based on their abilities, prepare courses ahead of time, and ensure that

students are graded fairly. Educators have developed management abilities, and they perform duties other than teaching, such as cocurricular activities and sport festivals, etc., most of the teacher said that this is over burden which hinders their class performance beside this problem the teachers mention other problems like other staff is not helpful, head teacher is not easily available but mostly the availability of resources (Amin & Shah, 2013).

Moreover, physical, and Infrastructural facilities were also missing in secondary level institutions. As infrastructure of schools' environment take important part to quality education and its system. Besides classrooms that are comfortable, schools should have a good climate, a library, well-equipped labs, and a building that has the necessary facilities to enhance the effectiveness of the teachers and give students the chance to get a quality education and show enhanced performance (Javed, 2015).

It is a known fact that teachers in public schools as compared to private school teachers lacking physical resources like audio-visual aids and advanced technologies like internet facility and other different types of teaching methods are not provided for them. Someway, this can be considered as a main factor which create stress. Beside this in the same study public school teachers revealed that they have to over work which effect their performance. This was also mentioned in the study that, teachers in public schools are suffering from occupational stress more than teachers in private schools (SidduqiI, 2012).Another study conducted was to compare the teaching quality between private and public schools' teachers discover that teachers in private schools were more competent and have better teaching qualities than the teachers of public schools' teachers.

A study gives the conclusion that when they have time, public school principals teach arts or science subjects and give instructional suggestions to instructors based on their own experiences. They arrange their daily activities and develop school policy after soliciting input from students, parents, and especially instructors. They urge their instructors to further their professional development. They stated that the biggest issue is a lack of money. In terms of highly qualified staff, quality building and grounds, public schools have an advantage over private schools. Furthermore, the curriculum in public schools is developed in accordance with Pakistani ideology, although private schools do not closely adhere to this policy. Although the government encourages the spread of education in the private sector, principals of public schools are hesitant to join them. When necessary, private schools develop policies with input from parents, instructors, and students. All principals give co-curricular activities to help pupils develop their personalities. Instructors in public schools are somewhat autonomous, but teachers at private schools are obligated to undertake work in accordance with Management's wishes. Private schools, on the other hand, have a bright future since the government is pushing education in the private sector (Rubab & Awan, 2020).

2.9 Theories and models

Facilities are items or services that help a company achieve its goals. Facilities are often included as component of an organization's assets to assist tenants in attaining business objectives (Alexander, 1996). In another study it is underlined the importance of school infrastructure and environment in influencing learning. Things like heat, noise, cold, light, and the air quality all have an influence on the performance of student and also the instructor.

Within the framework of performance of school, Schneider's school facility criteria might help for evaluating the educational resources to provide the teaching surroundings. In his framework, Schneider represented school facilities as follows (Schneider, 2002): air quality, Ventilation, cleanliness, lighting, class size and building Age Quality. This study discovered a link between modern facilities and improved student performance levels, as well as a link between enhanced facilities and higher math scores. As a result, this study concludes that while school facilities are regarded as primary component for creating the good teaching environment, certain measures for improving their performance are required (Hasbullaha, Yusoff, & Vitasari, 2011).

In a study there were defined five goals for education that influence the quality vision inside certain systems, providing a beneficial foundation for thinking about quality.

- Education is motivated by the goal of brilliance; excellent education is extraordinary teaching; and schools should maximize the quest of each student's utmost capacity, which is education quality as excellency.
- Education's purpose is equality; quality necessitates equitable experiences; and schools and classrooms should give students with consistent experiences across the system, since education quality is characterized as uniformity.
- Education quality as value for money: Since education is a good investment for both individuals and society, so here quality is defined as the degree that the system gives a return on investment.
- Education quality as transformational potential: the vision that motivates education is social or personal change; excellent education is a significant key to

good changes in persons and society; and education fosters social change (Leu, 2005).

An investigation on a program which was on teacher service-learning supported the current study's findings, it employed the CIPP methodology to analyses needs, design plans through input assessment, track the progress through process evaluation, and review inputs through product evaluation (Aziz & Mahmood, 2018).

2.10 Education System of Pakistan

The public sector serves 27.69 million students to finish education, on the other side the private sector serves the remaining 19.80 million students and 37 percent of private institutions serve or facilitate 42 percent of children, implying that the private part has a somewhat greater per-institution enrollment ratio than the public sector. We have seen an increase in public interest and trust in the private sector over the previous decade, resulting in a gradual increase in the private sector's share (Farooq, Feroze, & Kai, 2017).

2.11 Public Sector in Education

The schools and institutions which are operate by government, where the salaries are given by the government. Which is responsible for educating as many students as possible at the expense of the government. Education is provided for free or at a nominal cost. Nations spend millions and billions of dollars because each sector of the economy requires a specific number of educated people or experts. Education is the main way to get important peoples in our society, especially the process starts from secondary level like we need physicians, engineers, government officials, teachers, administrators, trained technical experts, and so on. Governments have some say on the type of education given in the public sector. So, it is very vital for every sector

that the required number of these people are created. Unemployment will grow since supply will exceed demand if this figure is in excess. The government is forced to interfere in the education system of public institutions because of the supply and demand imbalance. Education cannot be totally left unchecked, like without the government proper check and balance as this is very delicate industry and this is becoming more and more sensitive as for Pakistan which is ideological based. To inculcate unfavorable or desires changes in the brains of our youth through curriculum.

2.12 Private Sector in Education

A private school, according to some definitions, is a school that is financially and managerially controlled by a private or charity trust and admits mostly fee-paying pupils. The word private refers to schools that are not run by the government in Pakistan, prior to the fact that formulation of the National Education Policy in 1972, the private sector is in the lead to give it huge part in the growth of the education system of our developing country. A considerable number of educational institutions are privately run, and these schools compete fiercely to deliver quality education (Nayab, Asrar, Younes, & Chishti, 2015).

In 2009 a survey by Gallup Pakistan where it was showed that 74 %, which is the majority of Pakistanis have one or more school-aged children in their households. Although the notion that more than half of those respondents (59%) choose private schools for their kids, as higher number of 70% admitted the kids to public schools. The most important cause for parents to send their kids to government school is the low cost, as a big number of parents in Pakistan believe that the fees in private schools are high and there are many other expenses (Khalid, 2009).

Furthermore, because of the low literacy rate and the increasing demand for education, the government cannot build and operate all educational institutions. As a result, the private sector is contributing more to meet the educational needs of the growing population. It aids in both qualitative and quantitative growth. For several years, these private schools have attracted far more parents than government schools. They have achieved their goal and mission (Ali, Ali, & Ghani, 2010).

2.13 Situation of Pakistan

The main and crucial element which influence the youth future and the whole of a nation is to give an access to a quality education, in comparative low prices. It is the level of education, its accessibility and most important its quality are the primary aspects which must be implemented to gain an important social and economic growth for our country (Xhaferri & Iqbal, 2010). National Education Policy mentioned it is difficult to determine the term quality but there are some features needed to be put together. So, it is very significant to discuss, more to agree on what includes an excellence about each and every part in the system of education.

In its studies on primary education in Pakistan, the World Bank (1997) states that to increase the assess we need to increase the quality, which is very effective way, which will make it more enticing for students and their parents to attending or remaining in schools. Furthermore, encourage families and government expenditure are initiatives to enhance the quality of education to contribute to their children's education (Chishti et al., 2011).

Since its inception, the most contentious topic in Pakistan has been educational standards, which educationalists in our nation have been very concerned about. Individuals in society have different perspectives about the quality of education in

Pakistan. Every administration in Pakistan's efforts to increase educational quality have been restricted to developing educational policy in papers. There has never been any real execution of proposals made in any educational policy to raise educational standards. The current education system in Pakistan has completely failed to teach the new generation why Pakistan was established and what the motivation behind the campaign for Pakistan was. Slackness in strengthening the school system has disastrous consequences in many aspects of life. People in positions of authority may readily be held accountable for this degeneration. Aside from ideological uncertainty, the most damaging and morally damaging feature is the deterioration of educational standards. Due to our low educational standards, Pakistan's educational documents are not accepted overseas. The government of Pakistan's assertion of a literacy rate of 47 percent is completely false. According to independent researchers and educational groups, the true literacy rate at the secondary level is around 20%. Private schools are not helping the cause of education at all but are solely interested in making money and operating as tuition centers to prepare kids for board examinations, without providing any form of quality education or opportunity for intellectual advancement. It is worth mentioning that the government of Pakistan allocates just 2.9 percent of its GDP to education. Secondary education levels are decreasing as a result of this lack of attention (Kazmi, 2016).

The education department of Pakistan has been harshly criticized for the depressing and worsening state of the educational system. However, the department's authorities sing hymns of triumph with such assurance. If the government wants to improve educational standards at the secondary level, essential and appropriate efforts must be taken, since secondary school is seen as incredibly significant for an

individual's development because it provides as a link between elementary and secondary education.

In a survey parents enrolled their children to public schools is 28% because they believe quality or standard of private schools was low. Still the rationale for shifting schools is not because the quality or standard of teaching at government schools has improved. More, in a survey where half of the number of about 50%, who left their private schools as they from low-income houses as their parents cannot effort the expensive education of private schools with many different expenses, beside the heavy tuition fee. Therefore, it is happening that these low-income parents are not sending their children to private schools (Siddiqui & Gorard, 2017). Beside the above, the rest of the families removed their children from private schools as they have many different reasons like some parents do not like co-education, some are afraid of the distance from school, some due to lack of value for money, more due to their kid academic performance and insufficient basic facilities of the schools (Asar, 2018).

However, many senior officials in the education department believe that there is no strong legislation in place to effectively regulate this vast sector. Parents have repeatedly complained to the government about private schools; however, they claim that the authorities have been helpless to interfere in the matter. The Khyber Pakhtunkhwa Registration and Functioning of Private Educational Institutions which oversees private schools, is considered as inadequate and faulty by educationists and authorities. It essentially proposes the formation of regulatory agencies with the same territorial jurisdiction as the province's seven examination boards (Awan, 2015). The official data from the Khyber Pakhtunkhwa government mentioned that they have given a large amount of 18 billion in the last three years to improve the situation of

schools' boundary walls, electricity, drinking water, and toilets in the public schools. The Director of the KP Elementary and Secondary Education Department, give 4 billion rupees during the years of 2017 to 2017 to give the resources and facilities to the schools. More, the teachers are given a good pay, due to which the infrastructure and the whole building of public schools are much better (Ijaz, 2020).

According to a researcher in education field who is from Peshawar claim that nonetheless parents feel more comfortable and prefer to send their children to private institutions. More he reveals an unlucky fact that the public-school teachers even do not send their children to their own public schools where they are teaching. This man is also in astonishment that how can teachers who are appointed a decade can teach English or other subject to the students of this age as they have never gone to college or university. There is a lack of such teacher for primary level at governments schools, a teacher who can teach all subjects in English, because this is an official policy that at primary level. Every teacher should teach in English (Ashfaq, 2016).

2.14 Comparison of Public and Private Schools

Based on a study it was concluded, students in secondary school are satisfied with the service quality dimensions. They discovered a statistically significant difference between both sector secondary school students in the service quality management aspects of responsiveness, dependability, and empathy. Public education respondents outperformed private education respondents. The service quality measures show a substantial link with secondary student happiness. Quality management is both a mental attitude and a strategy for improving the education sector. Therefore, the training is required to raise awareness of service quality at all levels. There are a lot of private schools in Pakistan, however they appear to be

unconcerned with service quality, whereas public sector schools are concerned about service quality (Jabbar, Hashmi, & Ashraf, 2019).

The 69 % of population is under public sector and 32% is under private sector. These governmental and private sector schools have increased Pakistan's literacy rate by up to 250 percent in recent years, but the aim of educational institute is to offer learners with skillful knowledge and training as well. The curriculum taught in public schools is very different from that taught in private schools. As a result, the educational system in Pakistan has established a divide between pupils at private and public schools (Saleem, 2018).

Government school students encounter obstacles and a significant lack of opportunities since the education and training they get in government schools does not prepare them for the needs and expectations of the job market. Private colleges and private enterprises may also offer advantage to candidates who attended private schools over those who attended public institutions (Awan, 2020).

It is noticed that a big majority of private schools made their own curriculum and texts according to their priorities which differ from those used in public schools. In the majority of these private schools English as a medium of teaching is used which is the key to attract parents, even children to attend private schools. But there is also an opposite side that these majority of schools are not registered; they are rarely acknowledged by the public. Due to which most of the private schools are in small houses on rents, this make them are overcrowded and miss the basic infrastructure and proper facilities, beside this the students are charged very highly (Farooq, Feroze, & Kai, 2017).

Private school students performed better in board examinations than government school pupils. In terms of building ownership, about 98 percent of public sector schools owned their own structures, whereas the bulk of private schools were in small rent house facilities. In public schools, the ratio of teacher and student is higher than in private institutions. Most of the time heads of private secondary schools surpassed heads of public schools most of the time in terms of integrating subordinate employees when making decisions, being a member of group while directing their team, carrying out the pre-decided assignments. The principal of public schools are more competent in academic wise, also professionally and also with a greater experience in administration as compared to private schools' principals. Teachers at public secondary schools were better competent academically and professionally, with command of teaching methods, then teachers in private secondary schools. Teachers in public schools were given in-service training and were chosen on merit. They also have job stability and a good compensation structure. In contrast, the private sector lacked these elements.

Teachers' behavior at private schools was inspiring, and they fostered inquiry and increased creativity among pupils, but similar elements were missing in public schools. The good availability of resources for teaching like of A.V. aids in public sector was more than in private sector, all above this there was a difference in utilization, like it was seen that the use is good in private public secondary schools. In terms of buildings, libraries, play areas, and furnishings, public secondary schools performed better than private secondary schools. While private sector secondary schools fared better in terms of computer labs and gas (Imran, 2018).

2.15 Facilities Make Difference between Both Sectors

ASER conducted a survey on 120 schools in Khyber Pakhtunkhwa and 390 in Punjab in 2010. The data was gathered from students aged 6 to 13 years. Data on this topic was acquired from both sector schools. According to a poll, 15% pupils of the province were not enrolled in school, 34% attended private schools, 65% attended government schools, and 1% attended madrassas and other sorts of institutes in KPK. In Punjab, 67 percent attended government schools, while 31 percent attended private schools. This survey tests students' knowledge in both areas. Private schools have a larger proportion than public schools. Private school pupils excel academically (Kanwal & Ajmal, 2015).

It was observed that the private sector plays a vital role in education for the government, however the learning level of KPK students was higher than that of Punjab. Punjab was chosen as one of the low literacies ranking districts, whereas KPK was chosen as one of the better literacies ranking districts.

One factor is the physical infrastructure that distinguish the commercial and public sectors. Quality teachers are accessible in private schools. There is more space for instruction and many more available facilities, such as a restroom, clean drinking water, and a boundary wall. Unlike private schools, public schools have playgrounds. Attendance is a significant quality indicator. Teachers' and students' attendance has a greater impact on the learning process. According to the results of this poll, teachers and students from private schools attend more than those from public schools. Both the quality and the physical facilities should be improved by the government. The government is accountable for providing citizens with at least elementary education without prejudice because it is essential for all (Amjad, 2012).

Elevated levels of teacher satisfaction are connected with a safe working environment, cooperative administrator, and involved parents, irrespective of school status, teacher qualification, or teaching experience more teacher sentiments of sovereignty are also crucial. According to the findings of this study, including teachers in school policies and decisions, also when teachers are given some level of power in their classes, this makes their satisfaction higher during their career (Akhtara, Hashmi, & Naqvi, 2010).

Despite the Khyber-Pakhtunkhwa administration's lofty claims of outcomes and development in the education sector as they said but there is not a single student from a government school passed first in the Secondary School Certificate (SSC) tests, illustrating the divide between the two sector institutions. On Wednesday, the Board of Intermediate and Secondary Education (BISE) Peshawar issued yearly results of the matric examinations. According to the board, 149,212 pupils, including private and regular applicants, took the tests, with 65 percent passing (Abbasi, 2012).

The class IX examinations were taken by 76,747 pupils as regular and private students, with 44,853 passing with a passing percentage of 58.44 percent in the institution. In the same way, 72,467 students, including both regular and private applicants, sat the class X examinations. 52,672 of these students passed their examination, for a 72.68 percent total pass rate. Public school students, on the other hand, did not place in the top 10 from any public institution. Umar Anwar of the Frontier Scouts Cadet College in Warsak dominated the science category with 1,048 points out of a possible 1,100. Similarly, with 1,047 and 1,045 points, Jalwa Akbar of the Peshawar Model School in Charsadda and Karishma Basir of the Frontier Science Academy in Hayatabad finished second and third, respectively. With 1,001 points, Hafiza Ayesha of Iqra Huffaz Secondary School and College for Girls took top place

in the humanities group. The same institute's Hafsa Ali and Hafiza Huda Habib finished second and third, with 977 and 990 points, respectively (Zia, 2017).

2.16 Current Statistics

In Khyber Pakhtunkhwa's settled districts, there are 27,638 Government Schools, of which 27,524 are operational and 114 are not. There are 21,896 functional Primary Level Schools, 20,872 Government Primary Schools, 761 Mosque/Maktab Schools, 233 Community Schools, and 30 JICA Primary Model Schools among the 22,006 schools. Primary schools are divided into 1,309 urban and 20,697 rural areas.

There are 2,622 (1,436 Male + 1,186 Female) Middle, 2,268 (1,436 Male + 832 Female) High, and 738 (469 Male + 269 Female) Higher Secondary Schools out of a total of 5,632 Secondary Schools. There are 105 primary schools (16 boys and 89 girls), 05 mosques, and 4 middle schools (2 boys and 2 girls) among the 114 non-functional schools. Out of the total number of operational government schools, 92 percent have a boundary wall, 96 percent have water supply, 88 percent have electricity, and 95 percent have toilets. In Khyber Pakhtunkhwa, there are 8,983 registered private schools, with 449 Boys Schools, 283 Girls Schools, and 8,251 Co-Education Schools. There are 1,724 Primary students and 3,274 Middle students. There are 2,875 high schools and 1,110 higher secondary schools/inter colleges, with the majority of them also having primary and middle school sections (Govt.KPK, 2020).

2.16.1 Enrollment

The number of registered students in government institutions area about 4.835 million, with 0.185 million enrolled in nursery. The following division separates Nursery from Primary. Overall, 3.093 million (66.5 percent) are enrolled in Primary

Schools, while 1.555 million (33.5 percent) are enrolled in Secondary Schools, with 21.2 percent in Middle, 9.6 percent in High, and 2.7 percent in Higher Secondary.

Table 1.1

Enrolment distribution by Stage in Public Schools

Stages	Enrolment	Percentage
Prep to class 5	3,093,959	66.5 %
Class-6 to class-8	985,865	21.2 %
Class-9 to class-10	445,733	9.6 %
Class-11 to class-12	123, 747	2.7 %
Total	4, 649, 304	100 %

The registered students in private schools are total; (Prep-Class 10) is 24,57,972, with 16,85,255 boys and 7,72,717 girls (projected increase of 6.5 percent on enrolment of Private Schools reported in ASC 2019-20). Total enrollment in Madaris is 90,987, with 74,464 boys and 16,523 girls (a 2.5 percent increase in Madaris enrollment reported in ASC Stages). Percentage of Students Enrolled 3,093,959 from Prep to Class 5 Class-6 to Class-8 985,865 66.5 percent 21.2 percent 445,733 Class-9 to Class-10 Class-11 to Class-12 123,747 9.6 percent 2.7 percent Total 4,649,304 100% 10 2019-20). Furthermore, there are 93,030 GCS students (31,572 boys and 61,458 girls) and 37,801 BECS and NCHD students are 14,416 boys and 25,385 girls (Govt.KPK, 2020).

2.16.2 Teachers

The number of sanctioned educators' posts in Government sector 176,278 (110,777 in Boys schools + 65,501 in Girls schools), of which 86,230 (53,882 in Boys + 32,248 in Girls) are in Government Primary, 907 are in Government Mosque, 20,027 (11,251 in Boys schools + 8,776 in Girls schools) are in Government Middle, 40,586 (26,336 in Boys schools + 14,250 in Girls schools) are in Government (PSRA, 2021)

The total majority of Inservice teachers in government schools are 155,838 (99,030 male teachers + 56,808 female teachers), with 98,997 in boys' schools and 56,841 in girl's school. Total Inservice teachers 79,618 (50,241 in boy's institutions 29,377 in girls) are in primary level, 872 are in madras 17,432 (9,895 in Boys schools + 7,537 in schools of girls) are in middle level, 35,311 teachers (22,956 in Boys schools + 12,355 in schools of girls) are in high level, and 22,605 (15,066 in schools for boys and 7,539 in girls are in higher secondary level. There are 112,689 private registered schoolteachers, with 12,143 working in primary schools, 30,249 in middle schools, 45,146 in high schools, and 25,151 in higher secondary schools (PSRA, 2021)

2.17 Current Situation in Chitral

A study from Chitral concludes that reflective educators are effective educators. Because such teachers set standards and inspect the purpose of class daily activities and the contents and design new teaching aids according to the topic for meaning learning. Moreover, the study concludes that educators in the community-based schools in Chitral, beside of many problems and challenges as reflective teachers emphasize on the diverse learners and their needs in the real class environment.

Teachers in these schools are reflective educators are self-evaluators, they observe their own methods. This character makes them to know their own methods and the problems of students. So, these teacher work as mentor and coach and these teachers create a friendly environment in their class where individuals are enabled to participate as equal stakeholders instead of just being the recipient of knowledge. A good thing is also observed that these teachers now develop lesson plans and then properly implement the lesson plan in teaching (Khan, Pervaiz, Khan, Ahmad, & Nigar, 2009).

Similarly, a study showed that in Pakistan's schools include lack of resources, overcrowded classrooms, scarcity of qualified and motivated teachers, Quality has also been damaged by communication-gap among instructors, parents, and community members, as well as ill-equipped laboratories and libraries. Furthermore, policy inconsistencies, political meddling, an ineffective educational administration structure, resource waste, and inadequate execution of educational programmes and activities (Parveen, Iqbal, & Shah, 2012).

This is witnessed by a survey in Chitral where its purpose was to get information about the market value of educated youth and to evaluate the claims of government and NGOs (non-governmental organization), which showed that illiterate and skilled laborers earned more than the bachelors and graduated individuals (Rehman, 2016).

Alif Ailaan also gives a qualitative look into Chitral's education system. To illustrate how actual the quality education is, its instruction translates into learning, just 36% of fifth-grade students can read an Urdu narrative and 58% can read one phrase in English. In Chitral, there is about one teacher for every 34 primary school children; 30% of primary schools have only one teacher. At least 69% of schools lack

power, and 40% lack boundary walls. However, water is available in more than 60% of schools (Zia, 2015).

Similarly, the findings of a SWOT analyses the given issues were identified by the ROSE (Regional Organization for Supporting Education Chitral); there is a lack of an adequate number of classrooms in government schools, Lack of needed equipment like furniture, laboratory, library, and other facilities. Required number of qualified and motivated teachers. In many government schools' positions of SET (Senior English Teacher) are lying vacant and over-enrollment in schools and a lack of teaching staff and equipment (ROSE, 2016).

Moreover, according to a study conducted by the Chitral district students are not given classroom rules and teachers do not arrive on time for school. Additionally, only the teachers set the classroom rules. Furthermore, the article pointed out that teachers know how to make lessons and use lesson plans, but they don't effectively use the available resources in the classroom. Teachers do not utilize space available for learning effectively, according to the study. Additionally, the study mentions that teachers do not use various resources to make classes interesting. Furthermore, the study discovered that teachers create a welcoming environment in class, but they do not encourage students to engage, do not provide various learning activities, and do not acknowledge students who participate in class (Zeb, et al., 2012).

Some other study that looks at the experiences and perspectives of teachers who serve on the ground to offer education in schools. The outcomes of this study imply that sufficient stakeholder support is required to accomplish the global agenda of quality education by refining inclusivity and equitable access to excellent education for both private and public students. Now it is well-defined from the result and

findings of the current study that the teachers in Chitral considered that head of school is very significant to implement quality education in schools. However, Gender roles and duties, the difficulty of living in a rural area like Chitral, and traditional societal customs all provide challenges for students, as they fail to focus on their children at home because school is insufficient, therefore, there is a need to change the practices if quality is need to improve (Hasan, 2021).

A study showed the statistic that almost 8,000 students are in AKESP schools and are taught by approximately more than 350 teachers. The first AKESP schools in Chitral were established in the 1980s. Since then, these AKESP schools have greatly contributed to improving the access and quality of education in the area. These are the only institute, which is proving a quality education, although it is a valuable contribution but not every child in Chitral have the access to these schools (James, 2020).

In a recent new provincial government decided to support continues a school in Chitral which had been led by Major Geoffrey Langland's. This school also tries to provide quality education. This was decided during a meeting in Islamabad, where the chief secretary of Khyber-Pakhtunkhwa Saleem Khan was informed about the problems which the school was facing. After the discussion it was ensure, its sustainability while to make it compatible with every day modern quality education school of the country. Chief Secretary Saleem promised that the provincial government will support the institution and make it sustainable and enable it to contribute to the quality education of the people of that Chitral (Tribune, 2019). Although this is a very appreciable effort for the area but there are many other schools which needs the attention of the government more than this school, especially

government school which needs to be improved as most of the population are in these public schools.

Furthermore, a report of Alif Elan which delivers a detailed report of Chitral's state of education. According to the report, only 36% of fifth-class students can read an Urdu story and 58% can read only one line in English. Almost all public and private educational institutions priorities rote memorization and exam scores in order to encourage pupils to duplicate exactly what they were taught or learned from books rather than comprehensive student development. We believe that such an educational institution for boys is desperately needed, where students can be prepared as independent learners with conceptual understanding, critical thinking, analytical ability, updated knowledge, and skills to successfully transition into the mainstream of our society and face challenges (Khan D. W., 2021).

In Chitral, there is one teacher for every 34 primary level students, and the primary schools of 30% have only one teacher to teach the entire class. At least 69 percent of Chitral's institutions do not have electricity, and 40 percent do not have boundary walls. Although over 60% of schools have access to water (Zia A. , 2014). If this is the situation at this basic level, the situation at higher level is worst especially in the public sector.

The general manager of AFAQ (Association for Academic Quality), a company publishing textbooks for private schools, said while addressing a seminar titled 'Total quality in schools. He said that the private schools for imparting quality education to individual, which even attract the students of poor families. But there is room for improvement (Today, 2013).

An author from Chitral mention in his newspaper article that the primary concern is classroom congestion. Most of the schools in the areas are overcrowded caused by a lack of infrastructure. It has a significant detrimental influence on students' learning processes; for example, teachers are unable to offer individualized attention to students, and students lose interest in studies and make noise to disturb other students. More, the teacher's training and development are essential. The majority of teachers in schools use old and traditional techniques to deliver knowledge, especially in public institutions. As technology advances, teachers are fully ready to offer pupils quality content that will help them create a better foundation. Schools might send their instructors to coaching centers to learn new strategies to employ in the classroom. Many schools lack infrastructure in Chitral such as enough classrooms, books, libraries, computer labs and laboratories (Khan H. , 2019).

Maulana Abdur Rehman and Maulana Mohammad Jahangir of Chitral, members of the provincial assembly, said on Wednesday that despite providing necessary facilities to government schools, there was no improvement in their performance. They were dissatisfied with the performance of government schools, claiming that the facilities provided to the institutions were being squandered (Dawn, 2016).

Extracurricular activities are some of the most important and memorable times in a student's life. Many schools in Chitral do not promote physical and mental activities as part of the course curriculum. In result the student's soft skills, such as interpersonal, problem-solving, and communication abilities are not developed. Sports days and yearly festivities are announced but are not properly held. Another most important point in this article is to ensure the quality of education for students, each school should have a quality control and audits department. They should review and appraise teachers on a quarterly basis, providing comments on policy improvements.

With the changing demands of a new period, there is also a need to reevaluate the course content (Khan H. , 2019).

A study more concluded that overwork, a lack of laboratories, a lack of scientific equipment and chemicals, and authority ignorance are the major challenges for science teachers. According to the study, science teachers are the busiest teachers in secondary school, with six classes per day, and a lack of laboratory facilities is an additional challenge for science teachers in government secondary schools. This situation prevailed in both sectors but in public schools. The study suggests that each school hire more than one science teacher, that science teachers receive in-service training, and that school labs be fully equipped to facilitate laboratory lessons (Riazuddin Ahmad et al., 2021).

Another study from Chitral mentioned that infrastructural facilities, resources, the building condition of the school and transportation facility, conditions of classes, and the learning-teaching facilities, and cocurricular activities differ between both sector schools. Based on that finding, it is clearly shown that infrastructural, also the physical facilities, building situation and aesthetics and lastly the transportation facilities are much improved and in good situation in public than in private institutions. Likewise, private schools have better situation of classes and learning of students, proper facilities for teaching and different curricular activities than public schools (Ahmad, 2017).

Moreover, another study concluded in its findings that absenteeism among teachers at the school level will be reduced as a result of a proper monitoring system. It was discovered that the monitoring process is a check and balance system to investigate the fake enrollment system that was previously a culture among the

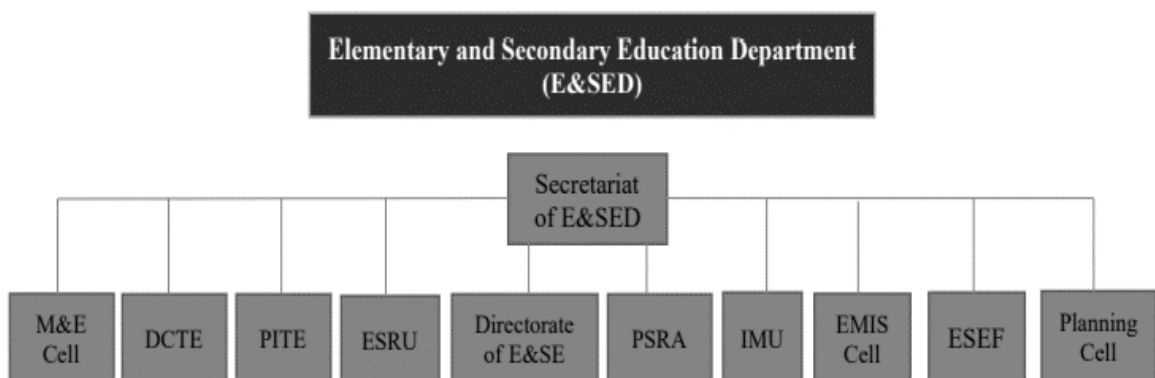
schools. There were also discovered to be ghost schools in the district. Teachers' absenteeism was common, and many teachers never visited the schools while receiving their salaries from the education department. The findings also revealed that 74 percent of government schools in Chitral districts had basic boundary wall facilities, 85 percent had toilets, and 50 percent had electricity and water. Enrollment in 2015 was higher than it was in 2014 (Butt, 2021).

To conclude the literature review, individual personality development requires education. Private and governmental institutions, technical institutions, and madrasas are among the several types of institutions offered. Teachers, students, and curriculum, the institutions are made on the above three pillars. Private schools are growing popular and more appealing for most of students because of the cause of superior education system and facilities, exam method, and knowledge generation as compared to public schools, which are relatively inexpensive yet inefficient. Parents choose private schools over public schools for their children.

Despite the multiple efforts made by various stakeholders in education to solve the problem confronting community secondary schools, the examination results of community secondary schools in Chitral District paint a troubling picture. As a result, there is a need to undertake study in the region to investigate the variables that contribute to low academic performance in the district's community secondary schools. So far, there is a need for research on community secondary schools because no research on low academic performance in community secondary schools has been conducted in Chitral District since they were implemented in this region.

2.18 Educational Evaluation in Khyber Pakhtunkhwa

The E&SED is responsible for education policy, planning and management in the province. It is mandated to design and implement policy and reforms in relation to school education and non-formal education in the province. The E&SED is assisted by a number of attached and independent departments and institutions in carrying out its roles and responsibilities.



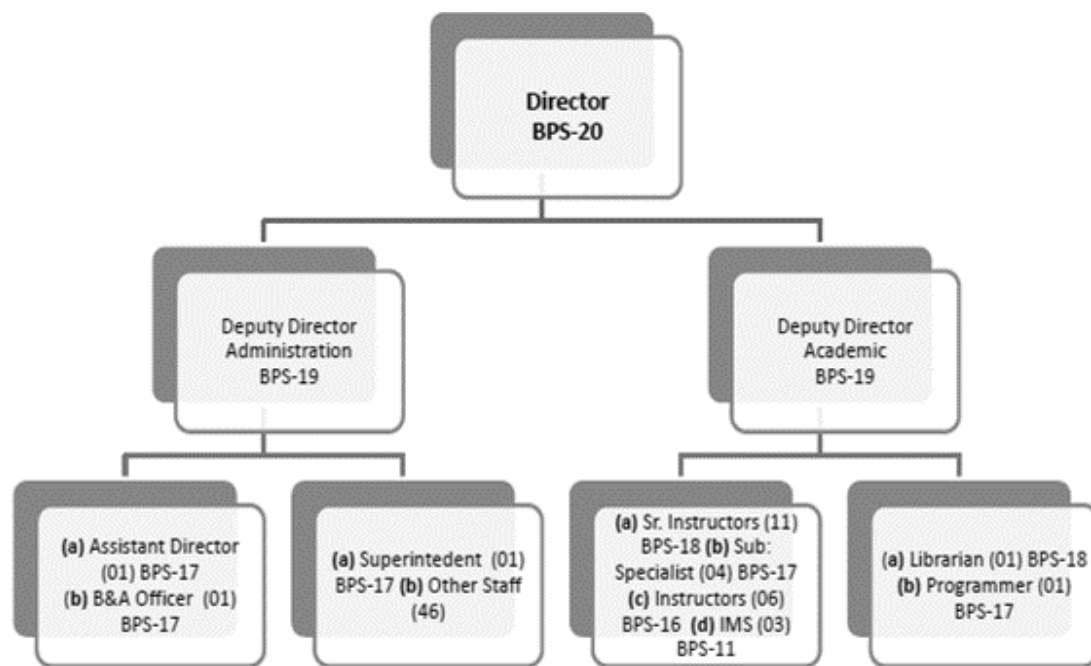
The quality of education in Khyber Pakhtunkhwa has seen some improvements over the last few years with an enhanced focus on training and professional development of teachers and headteachers, and a more robust mechanism for monitoring what is happening in the classroom. In parallel to this, the Department has developed and notified quality standards frameworks for teacher educators (through DCTE and PITE) and for data management and use (through the EMIS Cell, IMU and Planning Cell). These are complementary to and significantly extend the Minimum National Standards for Quality Education (MNSQE), approved in 2016 (E&SED, 2020).

However, this quality framework has not been fully operationalized in Khyber Pakhtunkhwa. Associated work has also been done in the area of curriculum reform (cf. the on-going work on a Single National Curriculum), textbook development, and

assessments etc. It is important to highlight that student performance in the province has considerably improved over the last few years.

2.18.1 Training and Continuous Professional Development of Teachers

Provincial Institute for Teacher Education (PITE) Peshawar had been established under the teacher training Project in 1997, which presently works as an attached unit of E&SE Department Khyber Pakhtunkhwa.



PITE is responsible for the design and implementation of all teacher training programmes (induction and in-service) in the province. Both the induction and CPD programmes are partially informed by results from the Teacher Content Knowledge (TCK) survey and Teacher Competency Survey (TCS), as well as various student assessments. The use of technology and regular monthly sessions with teachers through Professional Development Days (PDDs) are some of the forward-looking initiatives undertaken in the province to improve the quality of teaching. However, the scope of the CPD programme has been largely focused on the primary level until now and not always as targeted to specific needs as it could be. There is limited capacity in

PITE to conduct needs assessment studies and to follow up on the impact of training using qualitative assessments. However, there has been capacity development of PITE teams through the development of the teacher educator quality standards (E&SED, 2020).

Between 2017-2019 many of the officers of PITE were directly involved in the development of the new quality standards for teacher educators which also involved significant piloting of new trainers in the methodology underpinning the standards. What this work revealed was that there is plenty of teacher educator talent in the province and high levels of interest in carrying out a specialist teacher educator role.

2.19 Critical Summary

Education has been recognized as a vital component in national development. Only an effective and appropriate education system can develop the necessary economically, politically, and socially skilled individuals for the country's unique needs. Many poor nations have battled for decades for producing excellent education systems.

Secondary education is an important aspect of all nations educational system as it represents the final level for the vast majority of learners and also serves as a transitional period between elementary and higher education. It serves as an underpinning for higher education; thus, the quality of higher education is very much dependent on secondary education. It provides a middle-level labor force for the economy while simultaneously functioning as a feeder for education at a high level.

Majority parents take their children to private schools because they have a positive image of those schools. The motivations for private schooling were to create superior academic achievements, improve character by establishing discipline, get along better

in life, perpetuate their family's private education culture, and do the best for their children. One thing that can be identified from the above literature is that parents want the greatest and most effective school for their children, which is why they often choose private schools.

The above-mentioned studies in the literature has revealed that there is a downfall in the quality of education in Chitral; lack of resources, overcrowded classrooms, scarcity of qualified and motivated teachers, communication-gap among instructors, parents, and community members, as well as ill-equipped laboratories and libraries. Furthermore, policy inconsistencies, political meddling, an ineffective educational administration structure, resource waste, and inadequate execution of educational programmes and activities. Moreover, in a study it was mentioned that how actual the quality education is, its instruction translates into learning, just 36% of fifth-grade students can read an Urdu narrative and 58% can read one phrase in English. In Chitral, there is about one teacher for every 34 primary school children; 30% of primary schools have only one teacher. At least 69% of schools lack power, and 40% lack boundary walls. However, water is available in more than 60% of schools, this is a very worse situation so, how these students can be promoted to secondary education.

It was also identified that there is a lack of an adequate number of classrooms in government schools, Lack of needed equipment like furniture, laboratory, library, and other facilities. Required number of qualified and motivated teachers. In many government schools' positions of many teachers are lying vacant and over-enrollment in schools and a lack of teaching staff and equipment. Moreover, according to a study student are not given classroom rules and teachers do not arrive on time for school. Additionally, only the teachers set the classroom rules.

In a recent new provincial government decided to support continues a school in Chitral which had been led by Major Geoffrey Langland's. This school also tries to provide quality education. This was decided during a meeting in Islamabad, where the chief secretary of Khyber-Pakhtunkhwa Saleem Khan was informed about the problems which the school was facing. After the discussion it was ensure, its sustainability while to make it compatible with every day modern quality education school of the country. Chief Secretary Saleem promised that the provincial government will support the institution and make it sustainable and enable it to contribute to the quality education of the people of that Chitral. Although this is a very appreciable effort for the area but there are many other schools which needs the attention of the government more than this school, especially government school which needs to be improved as most of the population are in these public schools.

Most of the schools in the areas are overcrowded caused by a lack of infrastructure. It has a significant detrimental influence on students' learning processes; for example, teachers are unable to offer individualized attention to students, and students lose interest in studies and make noise to disturb other students. The majority of teachers in schools use old and traditional techniques to deliver knowledge, especially in public institutions. Beside this many schools in Chitral do not promote physical and mental activities as part of the course curriculum. More from the literature it was showed that overwork, a lack of laboratories, a lack of scientific equipment and chemicals, and authority ignorance are the major challenges for science teachers. Then it comes to those infrastructural facilities, it is clearly shown that infrastructural, also the physical facilities, building situation and aesthetics and lastly the transportation facilities are much improved and in good situation in

public than in private institutions in Chitral. As efforts made to solve the problem confronting community secondary schools, there is a serious need to undertake study in the region to investigate the variables that contribute to low academic performance in the district's community secondary schools.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Approach

The research approach used in this study was mixed methods, a combination of qualitative and quantitative approaches. The quantitative technique was used to check the problem by showing numerical data, while the qualitative approach helped to see the outcomes through interviews and document analysis. This approach was chosen for the present study because of the requirements of the study.

Table 3.1

Approach and method of data collection

Approach	Research Objectives	Data collection methods
Qualitative	To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.	Interview from the Heads of schools.
Quantitative	To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of	Questionnaire for Teachers

	the system at secondary level.	
Quantitative	To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.	Questionnaire for Students
Qualitative	To compare the status of quality education in public and private institutions with respect to different factors related to product (student achievements, results) of the system at secondary level.	Document analysis.

Table 3.2

Research questions, their approach and method of data collection

Approach	Research Objectives	Research Questions	Data collection
Qualitative	To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at	Are the courses relevant to the aim of the institutions in both sectors at secondary level?	Interview by Principal, Head teachers/headmasters

	secondary level.		
Quantitative	To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.	Are the objectives of the course related to the aims in public and private schools at secondary level?	Interview from Principal, Head teachers/headmasters
Quantitative	To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level	Are there science laboratories and libraries available in both public and private schools at secondary level?	Questionnaire for Teachers
Quantitative	To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.	Is there effective two-way communication between teachers and parents in both private and public schools at secondary level?	Questionnaire by Students
Qualitative	To compare the status of quality education in public and private	What is the previous result status of private and public-school	Results of Peshawar board

institutions with respect to different factors related to product (student achievements, results) of the system at secondary level. students at the secondary level?

3.2 Research Design

Convergent parallel design was used.

The convergent parallel design uses both qualitative and quantitative at the same time but analyze them separately. Then combining and comparisons of these data sources are followed, as the two methods are mixed ultimately to make final conclusion. This entails gathering various but useful data on the same phenomenon and it is used for the converging and subsequent interpretation of quantitative and qualitative data as the data is collected and analyzed individually but at the same time (Edmonds & Kennedy, 2017).

For the purpose of gathering various but complementary data on educational quality, convergent parallel design was employed in this study. For validation, this design immediately compared and contrasted the quantitative findings with qualitative findings. Also, this design provides a thorough analysis of the research problem by combining quantitative and qualitative data in order to acquire different viewpoints and more in-depth explanations of statistical findings.

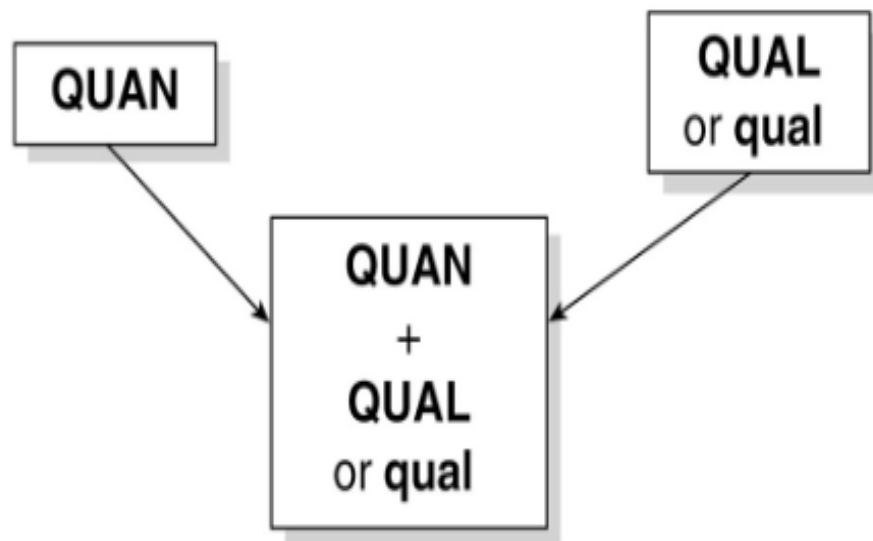


Fig.2

Convergent parallel design

In quantitative part questionnaires were used. While in qualitative part interviews were conducted and document analysis was performed. It includes collecting and analyzing qualitative and quantitative data to better understand a phenomenon.

3.3 Population

There were three types of population in this study which were students, teachers, and principals, headmasters/ headmistress from secondary institutions of both public and private institutions of Lower Chitral. In this study 703 students, 180 teachers, 12 principals were included as the population for this study of private and public institutions at secondary level from Lower Chitral.

Table 3.3*Total population*

S. No	Sector	Students	Teachers	Principals/ Headmaster
1	Public	497	94	6
2	Private	206	86	6
	Total	703	180	12

Principals, headmasters/headmistress were interviewed for the Context of conceptual framework. Students were given questionnaire to assess the process aspect, while teacher were given questionnaire to assess the Input and product aspect. While document was used to compare the result of public and private sectors.

Input dimension was assessed through teachers because teachers are provided with resources and facilities to utilize them for students, therefore teachers knew better about the input aspects, while process dimension was assessed through students because students are primary and captive audience in the classroom, as they are experiencing the process, therefore it was more authentic to select students to share their opinions about the process aspect in their institution.

Table 3.4*List of public and private schools*

Public Schools	Private Schools
1. Govt. Girls High School Singoor Chitral.	1. The Langland's School and college Chitral.
2. Govt. Govt. Girls High School Muldeh Chitral.	2. Alkhadmat Foundation Qutaiba public school and college Chitral.
3. Govt. Centennial Model High School for Boys, Chitral.	3. Frontier Crops public school and college Chitral.
4. Govt. Centennial Model High School for Girls, Chitral.	4. New Muslim Public School GoldurChitral.
5. Govt. Boys High School Hone Chitral.	5. AFAQ Model School Chitral.
6. Govt. Boys High School Balach Chitral.	6. Iqra Model Public School Chitral.

3.4 Sampling Technique

Proportionate stratified random sampling technique was used to select sample size, which is one of the probability sampling technique. As the institutions was divided into two strata of public and private. This technique of sampling is used when the population consist of subgroups, which are quite different in number. In this type sampling, each stratum has the same sampling fraction. Because it is vital to guarantee that the number of individuals chosen for the sample from each stratum is

proportionate to their real number (Iliyasu & Etikan, 2021). This method was used in this study to ensure that each stratum has the equal sampling percentage, as this method guarantees equal representation of strata. So, this research study was concerned with making comparisons in public and private institutions, so stratified sampling is the most appropriate technique to be used. Proportionate stratified random sampling technique was used for students, and teachers.

Total teacher population was consisted of a total 180 teachers from both sector institutions, 94 public and 86 privates. The total students' population included of a total 703 students which included public institutions (497) and private institutions (206) which is unequal. So, to distribute equally the population was divided into two subgroups. At first stage proportionate stratified sampling technique was used because it keeps same sampling proportion for the subgroup. In the second stage random sampling was used to select students and teachers from the sample.

As for the principals, headmasters/ headmistress Purposive sampling was used (which is also known as judgmental, selective, or subjective sampling) this is a type of non- probability sampling (Sharma, 2017). Here the researcher relay on their personal judgment rather than random sampling when selecting the participants. This sampling method is used where there is a limited number of participants that can participate in the study and only select those participants who the researcher think will provide the best information (Hayes, 2020).

As there were 12 institutions in this study, so all the 12 principals were selected for interview.

3.5 Sample Size

The population was divided into two strata the public and private sectors institutions. There were 12 recognized public schools at secondary level and 12 private schools in Lower Chitral. Both sector schools were taken as two major strata for the selection of sample. The number of teachers in public (94) and private (86) so the total was 180, while the total number of students in public was 497 and in private it was 206, so it makes a total of 703 which is unequal.

So, the researcher used Yamane's formulae:

$$n = N / 1 + N (e)^2$$

The researcher took 10% sample from public and 10% from private secondary level institutions to ensure that sample can true representative of the population of both sectors. The respondents were selected who were conveniently available for this study (Iliyasu & Etikan, 2021).

The sample size consisted of 257 students, 120 teachers and 12 principals from both private and public at secondary school level. As for the Principals/ headmaster/ headmistress there were 12 schools in this study, so all the 12 principals were selected for interview. The return rate for students and teachers was full, but 1 headmistress of public schools was not able to give interview, as she was in leave.

Sample size was determined through Yamane's formulae:

$$n = N / 1 + N (e)^2$$

Table 3.5*Sample size formulae*

Students	Teachers
$=703/1+703 (0.05)^2$	$n= 180/ 1+180 (0.05)^2$
$=703/2.75$	$=180/1.45$
$=257$	$= 120$

Now for the proportionate sample size from each strata the following formula was used:

Respondent sample size /N ×n

For Students**Public**

$$= 497/703 \times 257$$

$$=180$$

Private

$$= 206/ 703 \times 257$$

$$= 75$$

For teachers**Public**

$$= 94/180 \times 120$$

$$=65$$

Private

$$= 86/ 180 \times 120$$

$$= 59$$

3.6 Research Instruments

Both quantitative and qualitative data collection instruments were used.

Principals, Headmasters/headmistress were interviewed for the Context dimension. Students were given questionnaire to assess the process dimension and

teacher were given questionnaire to assess the input and product dimension. While document was used to compare the result of public and private sectors (which is product dimension of the CIPP model). Five point and three-point Likert scales was used in this questionnaire in order to give respondents a range of choices on which they can indicate the practices followed in their institutions.

In this study two individual questionnaires were developed for the comparison of quality education in public and private institutions. The two questionnaires were for students (Appendix E) and teachers (Appendix F). The questions were all closed-ended. Both of these questionnaires were self-made. Interviews protocol (Appendix G) for principals, headmaster/ headmistress and document analysis from the result of board examination (Board of Intermediate and secondary education, Peshawar).

Table 3.6

Research instruments used in the study

Instruments	Participants	Instrument development	Structure
Interview Protocol	Principals, headmaster/ headmistress	Self-made	Structured Interview
Questionnaires	Teachers and students	Self-made	Close-ended
Document Analysis	Students	Annual Gazette of Matric (Peshawar Board)	

Using more methods gives us a chance to cross-validate data gathered by different sources. Because of the study method, the researcher used the triangulation

method, which requires gathering information from many sources. A combination of interviews, document analysis, and questionnaires were used to collect data (Denscombe, 2014).

3.7 Instrument development

In the current study two questionnaires and an interview protocol were developed for the comparison of quality education in public and private institutions. For building up the instrument the related literature was reviewed by the researcher in order to compare quality education among private and public secondary level institutions. All the questions were close-ended. Two individual Questionnaires were developed for teachers and students and for principal interview protocol was designed.

3.7.1 Teacher Questionnaire: This questionnaire consisted of two parts, the first part was about the demographic details of the respondents and the second part was about the two dimensions of Input and Product. This questionnaire was self-made, and it contained 22 close ended items. Five-point Likert scale was used for response options on statements; they were as follow:

1. Hardly Ever
2. Rarely
3. Sometimes
4. Often
5. Very Often

Demographic Information: The Demographic Information of the respondents were gender, sector, and qualification.

Table 3.7*Dimensions of teacher questionnaire*

Dimension	Item Number	Total Items
Input	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	14
Product	15, 16, 17, 18, 19, 20, 21, 22	08

3.7.2 Student Questionnaire: This questionnaire consisted of two parts the first part was about demographic detail and the part two was about process dimension. This questionnaire was self-made. The second part of questionnaire contained 35 close ended items. Three-point Likert scale was used for response options on statements. This scale had three points they were as follow:

1. No
2. Somewhat
3. Yes

Demographic Information: The Demographic Information of the respondents were gender, sector, and class.

Table 3.8*Dimensions of student questionnaire*

Scale	Item Number	Total Items
Process	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,18, 19, 20, 21, 22, 23, 24, 25, 26,27, 28, 29, 30, 31, 32, 33, 34, 35	35

The researcher use Three-point Likert scale in this study, because of the age group and prior experience of the respondents in Chitral. It's possible that a respondent who is of small age and inexperienced won't answer every item with a non-neutral response because the survey is very accumulated and 5 to 7 options for each question, as it will be easy, faster for them to pick a neutral option. Age, experience, the time available, and the complexity, as the number of questions in survey must all be taken into account while designing it. For students who are young and inexperienced, using a 3-point Likert scale has benefits such as fewer options, less time wasted, and less confusion, which may encourage your respondent to answer all questions.

As it has been mentioned in a study that; some authors have been cautious when choosing item wording where items are written at a second-grade reading level, or they have decreased the number of options. For instance, Wright and Asmundson (2003) changed the original 5-point Likert scale response format Scale to a 3-point format to make it easier for children to understand (Moore & Mellor , 2013).

3.7.3 Document analysis is the analysis and extraction of essential data from primary and secondary sources, with result sheets, school reports, and board results serving as the key sources for these institutions. Secondary data is acquired from second-hand sources such as newspapers, reports, journal articles, and other internet-based materials. The document (Appendix H) analysis was used to compare both sectors institution's overall Matric results (Board of Intermediate and Secondary Education).

3.8 Pilot Testing

According to Gordon Marshall: "A pilot study is any small-scale test of a research instrument (such as a questionnaire, experiment or interview-schedule), run in

advance of the main fieldwork and used to test the utility of the research design (Malmqvist, Hellberg, & Rose, 2019).

It was carried out to assist in examining the link between specific items and sub-sections of the research tool, the survey questionnaire. The researcher physically gave 50 questionnaires to students and 40 to teachers in both private and public schools, and all were returned. So, the response rate was determined to be 100%. The researcher then examined the respondents' replies using the Statistical Package for Social Sciences (SPSS) 25th Edition.

3.8.1 Validity and Reliability of the Research Instrument

Validity and reliability of the instruments using different following methods:

3.8.1.1 Validation of the Instrument

The validation of the instrument was done by the experts. It is must that the validity of the instruments should be checked before it measures the opinion of the sample. Questionnaires are commonly used in social science research to collect important data in a valid manner. Therefore, the validation of the questionnaire is critical.

The experts' opinions were used to assess the face validity and construct validity of the questionnaires and the interview protocol. The validity of the questionnaires and the interview technique were discussed with education professionals of different Universities of the Educational Sciences department. The researcher met with the specialists and discussed the tools in person. The experts recommended few improvements, which were incorporated in the questionnaires. After witnessing the improvements integrated in the questionnaire and interview technique proposed by them, they signed the validity certificates (Appendix C). Following permission from the experts, the equipment was used to gather data from the sample.

3.8.1.2 Reliability of the Instruments

Reliability refers to a measurement that supplies consistent results with equal values. It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabarty, 2013). It indicates the extent to which it is without bias and hence insures consistent measurement cross time and across the various items in the instruments (Mohajan, 2017).

The tools' reliability was tested through pilot testing with 50 students and 40 teachers. It was essential to assess the tools' reliability so that it could be used with confidence to collect data. Through pilot testing, the instruments' reliability was determined. The questionnaire was distributed personally among the respondents private and public institutions in Lower Chitral. The return rate was 100%.

The reason for the number of respondents in this study (50 students and 40 teachers) was the recommendations from the literature; according to Roscoe (1975), the following guidelines can be used to estimate sample sizes: for the majority of studies, sample sizes more than 30 and Lower than 500 are suitable (Bajpai & Bajpai, 2014). A minimum sample size of 30 is required for each category when samples are to be divided into subsamples (Sekaran & Bougie, 2003). Another author mentions the "rule of thumb" where prior to full-scale administration, the survey should be tested on at least 12 to 50 persons (Bell, Whitehead, & Julious, 2018).

The responses were entered on SPSS with their codes. The instruments (teacher and student questionnaire) were found reliable at .782 and .857 (Cronbach's Alpha), which is reliable in terms of item-total relationship (Crouch & Wilson, 2017).

Table 3.9*Teachers' Questionnaire Reliability*

Cronbach's Alpha	N of Items
.857	22

The table of the Cronbach's Alpha shows that the consistency coefficient of the tool is .857. This means that there is high level of consistency among the items of the questionnaire. So, the tool is reliable enough to be used to collect data for the research (Taber, 2018).

Table 3.10*Item-total Correlation of teachers' questionnaire*

Item	Correlations	Item	Correlations
1	.676	11	.359
2	.526	12	.494
3	.475	13	.572
4	.465	14	.542
5	.265	15	.503
6	.267	16	.553
7	.421	17	.589
8	.306	18	.742
9	.434	19	.302
10	.364	20	.266
11	.445	21	.423
12	.263		
13	.292		

Table. 3.10 shows that the correlation between the items included in the teachers' questionnaire for Input and Product dimensions were significantly

correlated, so can be used for the measurement of variables. The item-total correlation ranges from .292 to .742.

The item-total correlations were observed to be between .30 and .70, which is acceptable for a reasonable scale (Vaus, 2006). As above in the table the number of test items, item inter-relatedness and dimensionality affect the value of alpha. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95 (Cronbach, 1951).

Table 3.11

Student' Questionnaire Reliability

Cronbach's Alpha	N of Items
.782	35

The table 3.11 of the Cronbach's Alpha shows that the consistency coefficient of the tool is .782. This means that the tool is moderately high in reliability. So, the tool is reliable enough to be used to collect data for the research (Tavakol & Dennick, 2011).

Table 3.12

Item-total Correlation of students' questionnaire

Item	Correlations	Item	Correlations
1	.229	19	.487
2	.250	20	.323
3	.333	21	.547
4	.263	22	.395
5	.258	23	.254
6	.278	24	.257
7	.495	25	.252
8	.311	26	.284

9	.247	27	.290
10	.471	28	.157
11	.309	29	.306
12	.357	30	.354
13	.336	31	.299
14	.180	32	.269
15	.376	33	.354
16	.308	34	.252
17	.348	35	.354
18	.516		

Table. 3.12 shows that the correlation between the items included in the teachers' questionnaire for Input and Product dimensions were significantly correlated, so can be used for the measurement of variables (Haider, 2020). The item-total correlation ranges from .250 to .516 (Zijlmans, Tijmstra, & Sijtsma, 2019).

3.10 Data Collection

After the pilot testing the process of data collection started. Before pilot testing reference letter was collected from the Department of Education of the National University of Modern Languages (NUML) (Appendix B). The reference letter was then shown to the concerned authorities for permission to collect the data. The respondents were given the questionnaire personally by the researcher. The researcher explained the questionnaire to the students and teachers if they needed the explanation of any item of the questionnaire, then they were given time to fill the questionnaire. Then interviews were conducted from the principal/ headmaster/ headmistress of the school after taking the permission and explaining the purpose of the interview. The interviews were conducted on the spot, as time was earlier fixed with each participant.

Document analysis was used to compare the annual result of board examination, for this the researcher downloaded the gazette (2020) of matric from the official website of Peshawar board.

3.11 Data Analysis

3.11.1 Quantitative part

The data was analyzed through descriptive and Inferential Statistics through tabulation and application of statistical techniques of frequencies and by applying t-test for exploration and comparison of quality education practices in public and private sector secondary schools of Chitral through comparisons of means. After collecting, organizing, and coding the quantitative part, the data was entered into SPSS for analysis

3.11.2 Qualitative Part

3.11.2.1 Thematic Analysis of interviews

The interviews were analyzed using thematic analysis and it is usually use for a collection of texts, such an interview or a transcript. To find common themes, patterns, topics, and concepts of meaning that continuously come up, then researcher carefully analyses the data. There are several methods for theme analysis, however the most popular method involves these six steps and that has been used in this study.

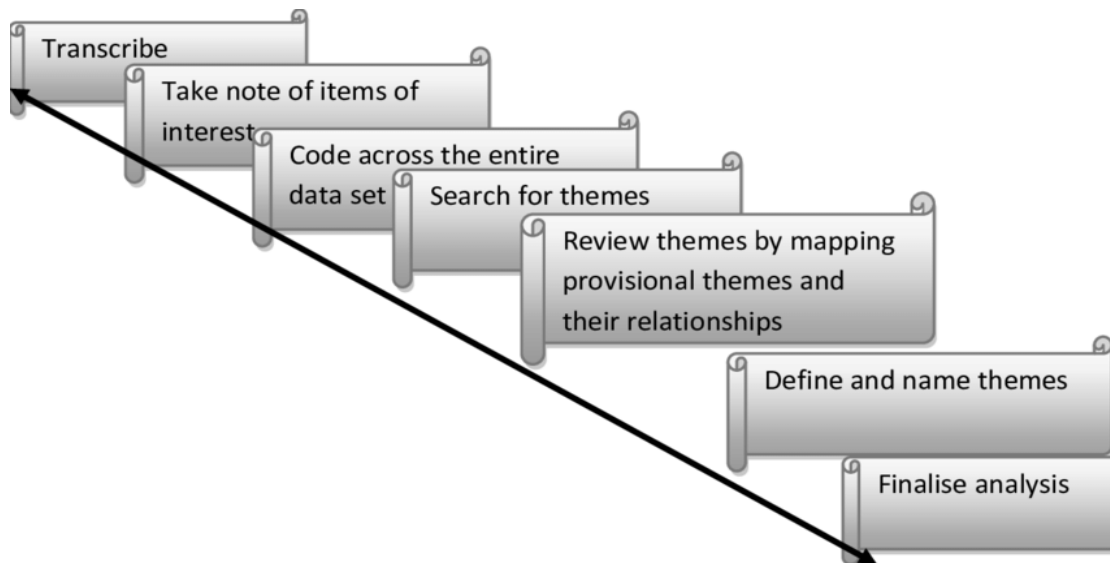


Fig. 3

(Clarke & Braun, 2006).

The researcher used six-step guide provided by Braun and Clarke (2006) to conduct thematic analysis.

Phase 1: Here the researcher familiarize herself with the data, concentrate on reading the data and re-reading it, write down the initial thoughts. Then transcribed the interview sessions of each participant of interview, reread it at least two to three times to identify the meaning in it, beside this taking note alongside.

Phase 2: In this step the researcher was focused to reduce the data by producing initial codes. The data of interview was coded into small and meaningful pieces of text. More, in this phase it was also focused on themes development.

The initial codes in the data were:

- Single national curriculum
- According to school mission, vision or goals
- Goal achievement

- Growth mindset
- Confidence
- Clear
- Interaction
- Assessment and evaluation
- Teachers evaluation
- Satisfy
- Accountability
- Personal goals
- Regular meetings
- Support teachers
- Improve student learning
- Achieve goals
- Keep a check
- Visibility in school
- Hurdles
- Student interest in studies
- Parents teacher meeting
- Class size
- Students needs

Phase 3: In this step researcher search for themes, organize codes into themes, gather all data relevant to each possible theme. More check the codes to identify themes for the data. This step was used as a draft of theme development.

Phase 4: In this phase themes were reviewed, check them if they work in relation with the coded extracted and to all the data set. More, in this phase focus was on to refine the draft themes. There was two levels involve in this phase: First read the codes for individual theme and check if a logical pattern has produced or not. Then in the second level of analysis, researcher again read throughout the entire data to confirm the themes fit into the data.

Phase 5: In this phase the researcher was able to define and name the themes. Here define each theme, identify the essence of each theme and more check whether what aspect of the data and research objective or research question the theme fits under.

Phase 6: In the final phase the researcher focused to analyze the data and write a narrative about the data that, make an argument in relation to the research questions and objectives, which provided a concise, logical, nonrepetitive and interesting report of the data.

3.11.2.2 Content analysis of document

Document was analyses through content analysis. The board results (2020) of Peshawar Board of Intermediate and Secondary Education (BISEP) were used to compare the annual matric result, by interpreting to give meaning around the topic. Researcher Analyze the documents by incorporating coding content into themes.

Document analysis was defined by Hsieh & Shannon as follow:

“a method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005).

The following steps were followed for the analysis of the document:

Step 1: Prepare the data

The content was defined clearly and justified. The data was transcribed at the start to save time during analysis.

Step 2: Define the theme of analysis

Theme (also called unit) of analysis mean to classify the content into themes. While deciding the unit of analysis the theme must show an idea. Which shows the data related to the theme must be added under that unit. More, unit or themes should be based on the objectives of the study. In this study the unit was “comparison of results”.

Step 3: Develop categories and a coding scheme

Now the next step was to make coding and sub-categories scheme for the analysis. To ensure consistency of the codes, the categories as per their properties with examples were defined. The coding and sub-categories in this were; grades, marks, percentage and average percentages.

Step 4: Pre-testing the coding scheme on sample

Ensured the consistency of the codes.

Step 5: Coding all the text

Then the coding process was applied to the data.

Step 6: Assessing the consistency of coding employed

In this step the whole data set validity and reliability was checked.

Step 7: Draw Conclusions from the Coded Data

In this step the researcher draw inferences on the basis of codes and categories generated in the document. Here inferences were made and present reconstructions of meaning which was derived from data. It is needed to explore the properties and to identify the relationship so to uncover patterns to present the analysis of the data.

Step 8: Presentation of results

In the final step results were presented under the theme. the researcher present the results in the form of tables (Zhang & Wildemuth, 2009).

Table 3.13

Analysis Method with respect to objectives

No.	Objectives	Analysis Method
1a	To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.	Thematic analysis
1b	To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, classroom facilities, curriculum) of the system at secondary level.	t-test
1c	To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, curricular and co-curricular activities) of the system at secondary level.	t-test
1d	To compare the status of quality education in public and private institutions with respect to different factors related to product (results) of the system at secondary level.	Document Analysis

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter is based on the data analysis and explanation and discussions of the information collected with the help of the research tools.

The following two objectives were assessed qualitatively:

1a. To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.

1d. To compare the status of quality education in public and private institutions with respect to different factors related to product (results) of the system at secondary level.

4.1 Thematic Analysis of Interviews of Principals, Headmaster/ Headmistress

4.2 Interview Transcription

Objective 1: To compare the quality of education provided by public and private institutions at secondary level.

Objective 1a: To compare the status of quality of education in public and private institutions with respect to different context related factors (vision, mission, aims, goals, objectives) at secondary level.

4.1.1 Public school headmaster/ headmistress Interviews related to Objective 1

Respondent 1: The first respondent is a headmaster of boy's public school. He describes the mission of his school as to "prepare students to contribute to and succeed in a rapid changing society". On the question about the vision, he said "to educate all students to the highest level of academic accomplishment in order for them to attain and expand their potential, as well as to prepare them as a member of society who are productive, responsible, ethically creative, and compassionate and for the main aim he said, "via great and creative teaching and learning, to deliver a rich, diverse, and challenging education". About the courses the headmaster said the courses we taught are both science as well as arts. He was not satisfied that the courses are not fully supporting to our mission and aims. On a question about setting the goals and objectives of school, he said "setting goals/objective gives long time vision and short time motivation, more it focuses acquisition of knowledge and helps to organize time and resources. So, these goals/ objectives should be SMARTER.

On the question "How you ensure that teachers work accordingly to achieve the school's educational goals/ objectives?" He answered that "by knowing the following steps, I ensure myself that teachers are working to achieve goals/ objectives. I Act quickly whenever there is a problem, try harder, keep practicing explore different ways, ask someone for advice, build up our strength, review, fix mistakes and don't give up whenever I access my school performance. By setting smart goals help with evaluating what was done in terms goals progress.

At the last question he said confidently "I am not 100% satisfied that we are trying harder to achieve the goals/ objectives and mission instead of so many hurdles are facing by the public school, but any how we are doing our best, more he said about the main problem that "Most of the students have lack of interest in education

and also their parents have the same attitude, also uneducated society effect to achieve the goals, objectives, and mission.

Respondent 2: This respondent was headmistress of girl's public school at secondary level. About the mission and their vision, she responded that "To provide quality education on the basis of 21st century needs". Their main aim of the school is "to make the future generation confident and enhance citizenship among them. Our students became able to make powerful decisions when needed."

For the courses she said their school follows the national curriculum by KPK government, but we include different co-curricular activities to develop the innate properties of our students and to achieve our goals. She more discusses that their school set their goals according to the need of the time and students.

On a question "How you ensure that teachers work accordingly to achieve the school's educational goals/ objectives?" she said that we make an action plan for the whole year including all the classes and involving all the teachers. There we take a check and balance of all the activities, that what is the progress of students and how teachers are doing. More she added that by doing co-curricular activities e.g., Qirat, naat-khawani, speeches, plantation, and different kind of campaigns regarding global issues and needs and we also follow SDGs to meet our goals and aims. These things help me to assess the performance.

On the last question she nodded her head and said although my teachers are doing their best so, I am satisfied that we will achieve our goals and will be successful in our mission but as a government school we have many hurdles to face.

Respondent 3: This respondent was headmistress of girls' school she describes the mission of school as "our mission of the school is to enabling students to contribute

changing society” and vision” is that the students will learn better and able to join this best institution”. And she talked about the school main aim “is to provide better education through teaching and learning”. When I ask them their opinion about the courses she said yes, we set our books, the courses according to our mission and aims.

More she said, “I think the goals/ objectives have already been made according to the child’s need, from the previous administrator of this school, so we are working on that”. She said by the end of the course through assessments we ensure the students’ knowledge and skills, and I go to classes to check teacher and through learning outcomes, assessments, and feedbacks of students I assess the performance.

On the last question when I ask “are you satisfied that your school is achieving the goals/ objective she said “Yes, I am satisfied that my school showing good result at their capacity, beside so many problems for government school and got 1st position award annual intra district performance and received international school award.

Respondent 4: This respondent was headmaster of boys’ public school. One the question about the school vision the headmaster said I don’t remember orally what are the mission, vision and aim statement of the school and he took out a book let and read the mission , which is “to provide better and easier way of getting education to the public” and the vision “to promote literacy rate and provide opportunity of education to every citizen” and for the aim he said , our “main aim is the wholistic development of child”.

He told as public sector school, following the Single National Curriculum which have been designed to fulfill the country needs. More he said confusingly that

yes, the courses are according to our mission and vision. When I asked the question “are the goals / objective are according to need of students? for this question he said, “According to single national curriculum”.

He said I evaluate the performance of teacher and proper monitoring system is there in my school to monitor teachers if they are working accordingly to achieve the goals. He more tells that students’ performance is also monitored and by this I assess that my goals and objectives are being achieved.

On the question how much, you are satisfied he told me that “almost 70% of the school is in its way to achieve the set goals and objective, besides there are hurdle, we are trying to achieve our set goals and objectives.

Respondent 5: This respondent was the principal of boy’s government school. When I go there for interview, he said I am busy and ask another young teacher there to give me the interview, I told them it is for principal, he said he is the vice-headmaster here.

On the question about mission, he defines his school mission as “to provide congenial environment for the holistic development of the students through the inculcation of core Islamic values by implementing research-based strategies”. And their vision “to provide conducive environment for the holistic development of the students in an inclusive setting so that they can play their positive role in the ever-changing world”. More their main aim is “to provide inclusive education to students of varied potentialities and background and to enable them nurture through the implementation of national curriculum”.

When I ask about the courses, he said that “Courses provided by the school are designed by the provincial curriculum and textbook wing, in which compulsory and

optional subjects are included. Bulky nature of the courses impedes creativity and critical thinking of the students. Although these courses are compatible with our vision to some extent yet a lot of improvement is needed”. And more he said “Reading, writing, listening, speaking, solving arithmetic problems by enhancing creativity are objective of the courses. In our context need of the students are not met because of the bulky nature of the course work and difficulty level of the content matter”.

Then on the question how do he ensure that teachers are working accordingly, and the goals/ objectives are being accessed? Here he said “to meet the educational goals of the school, we plan activities based on the needs and levels of students, because our students come from poor families that have very educational standards. Even up to class nine. We have to practice basic mathematics and calligraphy with the classes, and we conduct formative evaluation on daily, weekly, or monthly basis. Moreover, midterm and annual exams are conducted and accordingly we assess and design activities for further improvement of the students”.

When I ask how much you are satisfied with your school performance of achieving the set goals/objective he explained that “our context, as mentioned above is totally different from private schools because we educate students from a very poor background, majority of whom are below average level, some are even imbecile and special. Two or three students in each class will be above average, still their home environment is not conducive. Therefore, the change we bring is very slow and to be realistic, we are satisfied if we keep them working in the schools for six hours.

4.1.2 Private schools Principals Interviews related to Objective 1

Respondent 1: This first respondent is the principal of private this school from last two years, he was a teacher there. He talked about his Mission that it is “to provide quality education” and their vision “to teach all individuals to the highest academic level possible”. He said their aim is to deliver quality education according to the needs of students and the need of this modern era.

On a question are the courses you provide according to your mission and aims? On this question he said that the curriculum is set by the single national curriculum yes, they are in accordance with the mission and aims but the need to be revise and circumstances are changing so quickly.

We set the goals/objectives according to the needs of students, we use the objective and goal setting to instill a full growth mindset of our students and make strategically SMART goals. More we have a follow up with our students' goals/objective with weekly updates. I have instructed to periodic evaluation of the teachers and also students which shows that teachers are working according to achieve the educational goals. And more importantly regular students' assessments through different test and activities is helpful to know that the goals are begin achieved. And the end he said “I am very much satisfied from my school that it is achieving the set goals, objectives, and mission. Our students are getting good position in board examinations”.

Respondent 2: The second respondent was the principal of private school, when I ask for interview, he refuse and ask her vice-principal to give me interview. She said she is not read and ask to give her the written question so she can check them and ask me to come next day, when I was there on the next day for interview she handover me the

answers written for the interview question which were; The aim of the school “education is our core value, and we want to make it accessible for each and every one for needy and poor students”. Their vision “to make and produce such an outstanding student who could be able to change the society with his knowledge and the main aim of the school is to educate every competent individual, who could not be able to achieve his education because of low financial issues and we make them able to get his education up to matric level.

She has written that our school provide all the prevailing courses which had been taught in every school provided by single national curriculum board and that courses are exactly according to the mission and aims. We set the goals and objectives according to the need and mindset of students, like of students is good at arts we put them in arts and when someone is good at science then we put them ins science group.

More she said that we are hardworking and punctually and teachers are trying their level best to achieve the educational goals and objectives. We observe the students that they are improving or not. We make assessments e.g., teachers and students’ assessments. I am not fully satisfied, but we are trying to minimize the drawbacks and lope holes with hard work and will soon get out this lope holes.

Respondent 3: The third respondent from private school, he was principal of this school from the last two years. He said that his school has the mission to provide best of modern and Islamic education to provide best of modern and Islamic education to improve morals and promote sense of humanity among students. Their vision is nation building through education, training, and intellectual engagements, and the main aim is to stimulate Islamic ideology in the modern classroom and nurturing every child to a real change maker and problem solver.

He said about the courses that my school offers subjects of biological sciences, physical sciences, computer sciences and humanities according to the latest needs of the era and they are set in the light of single national curriculum.

More he said about the goal/objective setting that a democratic environment of management and administration is developed to ensure the maximum possibility of the desired goals and by following an effective hierarchy of management and I pressive assessment procedure. At the end he said as we have a proper mechanism of teacher training that's why we are able to have maximum satisfaction ratio.

Respondent 4: The principal of this private school is a foreign woman, and she is principal here since 2012. When I ask for interview, she forwarded me to the vice-principal give me the interview.

He said that that the mission of this school is to providing quality education to our pupil and make them best citizen of Pakistan and make the whole world to be peaceful for everyone. They have a very good vision that "there is always room for improvement". The main aim of their school was "overall development of the pupil through quality education".

He told me that they offer sciences at secondary level, which is set by single national curriculum for secondary level and yes, these courses are according to our mission and aims. We set these goals according to the need of students we perform a need assessment, through the results the goals and objectives are set. We set personal goals/ objectives which include things like time management, study habit goals, technical skills, and personal development etc.

Principal has instructed me to visit classes any time to check what and how are teacher doing and check the teachers lesson plans, beside me principal also visit class and we have regular meetings to discuss these things. Through our carefully constructed lesson plans, we have some teacher assessment system. We provide support to our teachers; we guide and train them at regular intervals. We have monthly, quarterly, mid- yearly assessments of the students. Beside this daily evaluating techniques in the class is enough information to know how we have been able to achieve the objective.

On the last question he said that we are moving satisfactorily towards our goals; our mission is successful we believe. This is obvious from the presence of our pupils in different jobs, doing very well indeed.

Respondent 5: This last respondent was the principal of private school; she was female and was the principal for 3 years of this school. When I asked about the mission, vision and aim she didn't remember so she looked at the board behind her and read them to me. She stated that her mission is to build behavioral support and the social culture required for all children in our school in order to create and maintain an effective learning environment. Their school's vision was to equip students to contribute to and achieve in a fast-changing society, allowing them to make the world a better place, and their aim is to provide a rich, diversified, and demanding education via exceptional and creative teaching and learning.

“Of course,” the courses are according to the mission, vision and aims of the school. The courses are set by the single national curriculum board at secondary level.

She continued by saying that the objectives that we set for our school help students become more aware of the learning that they will be exposed to. This awareness aids students' engagement in the learning process by informing teacher practice, engaging, and motivating students during the learning process, and establishing a partnership between the teacher, students, and their parents.

I regularly monitor classes to check the performance of students and teachers and feedback from the students regarding their teachers. Student and teacher evaluation is done regularly. I am satisfied to a great extent about my school achievements in curricular and co-curricular aspects. The set goals, objectives and mission for an academic year are achieved through hard work and dedication. The overall performance of my school is satisfactory.

4.3 Themes

4.3.1 According to the Mission, Vision, and Aim

All the secondary level institutions head agreed that the courses are provided according to the school mission, vision and aims. As the curriculum is set by the single national curriculum, moreover all agreed they are in accordance with their mission, vision, aims. More, many of the heads agreed that they set the goals/objectives according to the needs of students, they use the objective and goal setting to instill a full growth mindset of their students.

4.3.2 Confidence on vision, mission, goals, and objectives

These principal and headmaster/headmistress are education leaders so, they must be confident about their vision, mission, aims, goals, and objectives. This confidence has to do with capacity to fulfill multiple roles in school regarding the

vision and mission of the institution. Private school principals are more confident than public schools, about the context related factors of their institution, as most of the private principal were happily willing to give the interview but public headmasters specially the headmistress hesitate to give interview and few of them ask their vice-principal or subordinates to give the interview.

4.3.3 Clarity of Mission, vision, aims, objectives, and goals.

Effective principals work tirelessly to increase accomplishment by concentrating on instructional quality, they help establish and encourage high goals, objectives; they combat teacher isolation and fragmented effort; and they interact directly with instructors and the classroom.

Regarding the mission, vision, aims and goals private school principal were clear about, when I ask the private school principal most of them remember these things and tell me orally and explain me their objectives and goals, more they discuss about their strategies how they are planning to reach their goals in a specific duration of time but most of the public-school headmaster/ headmistress need the booklets to revise the mission, vision, aim and goals for the interview.

The thing missing in both sectors was that their students don't know about their goals and objectives, none of the leader mention this that we discuss the goals and objectives with our students.

4.3.4 Assessment and evaluation System of vision, mission, aims, goals, and objectives.

Learning outcomes that are effective are increasingly being utilized to measure school success. Information is critical for establishing whether or not the educational

system is operating successfully and for providing feedback to improve student outcomes.

Our schools use a variety of approaches to evaluate and analyses students and teachers. Many schools assess samples and/or all students at critical stages and, in some cases, track students over time. In certain countries, inspection services are employed to assess teachers and/or schools, and teacher evaluation is growing increasingly popular. Schools also emphasize the significance of viewing evaluation and assessment as methods for improving student outcomes rather than goals in themselves.

Teacher evaluation often serves two functions. First, the improvement function tries to enhance the teacher's own practice by recognizing strengths and shortcomings for future professional growth. It entails assisting instructors in learning about, reflecting on, and adjusting their practice. Second, it is intended to hold instructors accountable for their performance in terms of improving student learning, i.e., the accountability function. It frequently includes performance-based career progression and/or compensation, bonus pay, or the risk of fines for underperformance, as well as reviewing performance at key times in a teacher's career.

This system of assessment and evaluation system although both in private and public school, according to the school leaders they asses both teachers either they are working according to the vision, mission and aim of the school or not. Either they are successfully achieving the goals/ objectives or not. But this system is stronger in private school, according to the principals of private school they use different methods, beside checking students' performance and checking the classes. Private

school principal uses the following methods: Creating assignments and exams, using classroom assessment techniques, concept maps, assessing group work and more through curricular and co-curricular activities.

4.3.5 Visibility in School to keep check on assessing goals and objectives.

Effective principals, headmaster/ headmistress priorities are to spend more time in the classrooms, playgrounds, corridor, bus line, teacher room and main office. They essentially leave the office. This method was previously known as management by walking about, or MBWA. These school leaders may learn a lot by just wandering about their workplaces and studying their team, resources, student conduct, and how teachers interact to kids in formal, informal situations and check either teachers are working according to the set goals, objectives or not and how are they doing it.

This was a good thing in both sector school, as the principals and headmaster/ headmistress go around the school, check classrooms and they attend the assemble. This presence of school leader is good sign that they are having a check on regular basis to track the performance and the attainment of goals and objectives of the school.

4.3.6 Hurdles in attaining the vision, mission, aims, goals, and objectives.

Headmasters of boy's public school and specially the girl's headmistress mentioned a serious problem that our students are not interested in their studies, in this situation it very difficult for use to attain our goals, more they said this is because most of the students are from economically weak families and these are parents are also not interested in their children's education so, their children adopt the same behavior.

As above it is mentioned above that private schools foster open contact between parents and administrators, and they prioritize parent involvement in the community. Families become an active part of their child's education through numerous parent-teacher meetings. This shared basis also contributes to the strengthening students' interest in their education.

Many studies have found that when the class size is small the students will achieve better grades. This is because a small size of class gives each student more one-on-one time with their teacher. This also implies that at a private school, each instructor may deliver a more individualized curriculum to address each student's inadequacies while focusing on their strengths.

The same things private school principal mentioned that we keep the class size small so, teacher can have an individual attention and easy to reach the goals for everyone. As compare we can in large class size in public sector.

According to the National Coalition that involvement of parents in their child education, make students to take more students with involved parents are more likely to take interest in education, they got higher grades, increased their punctuality, have better social skills and behavior in their daily life, and regardless of their income or background. Involvement of parents has a significant impact on academic success, social/emotional outcomes, and high school graduation rates. While there are consequences for insufficient parental involvement.

According to the findings of a study, all participants appreciate the value of parental participation in their children's education since it helps improve academic performance, set academic objectives, complete homework, problem solve, and teach ethics to help kids become disciplined and successful in the future. The data also

highlighted several motivational elements, such as parents' personal experiences, their children's successes and areas for improvement, parents setting objectives and targets, and parents' desire. While financial restrictions, inadequate parental education, parental unawareness, and parents' employment (particularly males) are some of the barriers that prohibit parents from becoming fully involved (Nisa, 2018).

Through these interviews the principal revealed that parents are concerned about their children but at secondary level it somehow decreases beside this headmaster/headmistress complaint that parents do not concern about their children and even don't bother to ask how their children are doing.

4.4 Document Analysis

Document analysis is a sort of qualitative research in which the researcher analyses documents in order to provide a voice and meaning to a problem evaluation. Document analysis entails categorizing material into themes, similar to how focus group or interview transcripts are evaluated (O'Leary, 2014).

Document analysis is a social research approach as well as a valuable research tool in its own right. It is also a necessary component of the majority of triangulation methods, which integrate methodologies in the research of the same issue. Diverse data sources and approaches are frequently used by qualitative researchers to achieve convergence and confirmation. The purpose of triangulating is to establish evidence convergence that supports belief. By connecting findings across data sets, it is feasible to reduce the impact of potential bias by analyzing information obtained in a variety of methods. In addition, integrating qualitative and quantitative data in document analysis is frequently referred to as a mixed-methods study (Bowen, 2019). There are

three primary types of documents: Public Records, Personal Documents and Physical Evidence.

In this study public record was used, which was a gazette of students result of year 2020, Peshawar Board of Intermediate and Secondary Peshawar (Appendix I).

Objective 1d: To compare the status of quality education in public and private institutions with respect to different factors related to product (student achievements, results) of the system at secondary level.

Table 4.1

Public Schools grades

School Name	Total	Pass	A1	A	B	C	D	E
Govt. Girls Centennial Model High School Chitral	51	51	2	17	24	5	3	0
Govt Girls High School Muldeh Chitral	48	48	0	13	19	11	5	0
Govt. Boys Centennial Model High School Chitral	139	139	3	5	25	54	46	6
Govt. Boys High School Hone Chitral	50	50	0	0	19	26	5	0
Govt. Boys High School Balach Chitral	33	33	0	0	3	14	16	0
Govt. Girls Higher Secondary School Shaiqotak Chitral	71	71	1	10	20	23	16	1

Govt. Girls High School Drosh Chitral	97	97	0	15	55	25	2	0
Govt. Girls High School Booni Chitral	19	19	0	2	6	10	1	0
Govt. Girls High School Werkup Chitral	41	41	0	1	11	16	12	1
Govt. Girls High School Koghuzai Chitral	23	23	1	3	10	4	5	0
Govt. Girls High School Broze Chitral	87	87	0	8	44	28	7	0
Govt. Girls High School Barenis Chitral	34	34	1	2	11	14	6	0
Govt. Girls High School Singoor Chitral	24	24	0	1	1	13	9	0
Govt Boys High School Drosh Bazar Chitral	55	55	0	2	13	25	14	1
Govt Boys High School Balach Chitral	33	33	0	0	3	14	16	0

The above table shows that although all students are passed in their classes, but a very few students are in AI and A grades. Most of the students of SSC matric are in B, C and D grade and a few are in E grades.

Table 4.2*Private Schools grades*

School Name	Total	Pass	A1	A	B	C	D	E
Afaq Model School & College Danin Chitral	15	15	3	4	5	2	1	0
Alkhadmat Foundation- Qutaiba Public School Chitral	17	17	6	6	5	0	0	0
Iqra Model School Chitral	2	2	0	1	1	0	0	0
The Lang Lands School and College Chitral	21	21	15	6	0	0	0	0
Frontier Corps Public School Chitral	29	29	13	11	5	0	0	0
Chitral Model School Chitral	13	13	4	4	4	0	1	0
Drosh Public High School Drosh Chitral	12	12	1	8	2	1	0	0
Chitral Model School Chitral	13	13	4	4	4	0	1	0
Chitral Public School Chitral	15	15	3	10	2	0	0	0
Agha Khan Girls High School MadakLasht Chitral	12	12	0	2	6	4	0	0
Jinnah Public School	11	11	0	3	6	2	0	0

Drosh Chitral								
Broze Public School	10	10	1	3	3	3	0	0
Broze Chitral								
Islamia Public School	5	5	0	1	1	2	1	0
Broze Chitral								
Hira Model High School	10	10	0	4	4	1	1	0
Chumurkhone Chitral								
Hira School Ayun Chitral	16	16	3	9	4	0	0	0

All students are passed of private school. Now in case of Private school SSC result most of the student's percentage are in A1, A and B grade, a very few students are in C and D grades. No students are in E grades.

4.4.1 Marks and Percentages in Annual board Examination (Appendix H)

Government Schools

These are the results of secondary level public institutions of year 2020 (Peshawar board) in Lower Chitral. The total marks at secondary level (matric) are 1100, following are the obtained marks out of the total 1100.

Table 4.3

Public schools Percentages

Govt. Girls Centennial Model High School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	538	49%	18	550	50%
2	528	48%	19	711	65%
3	452	41%	20	516	47%

4	467	42%	21	528	48%
5	510	46%	22	490	44%
6	498	45%	23	490	44%
7	480	44%	24	625	57%
8	593	54%	25	514	47%
9	494	45%	26	472	43%
10	469	43%	27	482	44%
11	520	47%	28	508	46%
12	454	41%	29	578	53%
13	467	42%	30	713	65%
14	510	46%	31	458	42%
15	498	45%	32	550	50%
16	494	45%	33	711	65%
17	469	43%	34	452	41%

There are 34 students. The majority of students (15 out of 34) scored between 40% and 49%, suggesting a significant portion of the class had performance below the average. A smaller group of students achieved percentages between 50% and 59%, showing an average level of performance. There were no students who scored between Above 80%. The average percentage for the class was approximately 50.85%.

Govt. Girls Higher Secondary School Shaiqotak Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	648	59%	18	536	49%
2	652	59%	19	696	63%
3	727	66%	20	598	54%
4	514	47%	21	637	58%
5	641	58%	22	765	69%
6	682	62%	23	660	60%

7	514	47%	24	676	61%
8	666	60%	25	604	55%
9	690	63%	26	596	54%
10	576	52%	27	702	64%
11	648	59%	28	625	57%
12	574	52%	29	692	63%
13	524	47%	30	609	55%
14	648	59%	31	696	63%
15	652	59%	32	460	42%
16	727	66%			
17	576	52%			

In this class of 32 only 4 students achieved percentages in the range of 60% to 66%, only one student reaching the highest percentage of 66%. 5 students were with percentages between 59% and 63%. Another 3 students achieved percentages between 54% and 58%, representing average performance. There is a group of students (S.no 4, 7, 12, and 27) with percentages of 47% to 52% and only 3 students performed above average, achieving percentages between 59% and 60%. The average percentage is 57%.

Govt. Boys Centennial Model High School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	609	55%	28	457	42%
2	560	51%	29	542	49%
3	550	50%	30	560	51%
4	625	57%	31	566	51%
5	495	45%	32	570	52%
6	574	52%	33	456	44%
7	481	44%	34	443	40%
8	506	46%	35	501	46%

9	524	48%	36	564	51%
10	462	42%	37	607	40%
11	536	49%	38	444	45%
12	512	47%	39	498	46%
13	406	37%	40	506	44%
14	520	47%	41	487	65%
15	469	43%	42	713	41%
16	579	52%	43	453	52%
17	546	50%	44	577	43%
18	583	53%	45	467	44%
19	485	44%	46	483	53%
20	574	52%	47	593	47%
21	564	51%	48	516	40%
22	434	39%	49	436	46%
23	472	43%	50	506	47%
24	530	48%	51	518	46%
25	488	44%	52	502	56%
26	392	36%			
27	544	49%			

In this class of 52 students, the percentages show a wide range of performance levels. Students who achieved percentages between 40% and 49% make up a significant portion of the class, with a total of 16 students. These percentages indicate performance below the average. Additionally, there are 8 students who scored between 50% and 59%, signifying an average level of performance. The highest percentage achieved is 65%. So, the average percentage is 46.89%.

Govt. Girls High School Hone Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	597	54%	14	570	52%
2	570	52%	15	617	56%
3	500	45%	16	536	49%
4	518	47%	17	484	44%
5	615	56%	18	512	47%
6	548	50%	19	568	52%
7	570	52%	20	530	48%
8	577	52%	21	514	47%
9	516	47%	22	462	42%
10	446	40%	23	591	54%
11	574	52%	24	524	42%
12	597	54%	25	466	52%
13	500	45%			

In this class of 25 students, 12 students achieved percentages ranging from 50% to 56%, demonstrating above-average to strong performance. Only one student who achieved the highest percentage of 56%. Additionally, a significant portion of the class, consisting of 7 students, attained percentages between 40% and 47%, indicative of a mix of average and slightly below-average performance. One student achieved a percentage of 36%, and no students were above 60. the average percentage is 48%.

Govt. Boys High School Balach Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	601	55%	17	692	63%
2	688	63%	18	792	72%
3	678	62%	19	777	71%
4	644	59%	20	686	62%

5	690	63%	21	654	59%
6	674	61%	22	698	63%
7	652	59%	23	623	57%
8	613	56%	24	562	51%
9	658	60%	25	678	61%
10	660	60%	26	715	65%
11	603	55%	27	684	62%
12	704	64%	28	613	56%
13	646	59%	29	629	57%
14	684	62%	30	526	48%
15	593	54%			
16	589	54%			

In this class of 30 students. 12 students achieved percentages ranging from 55% to 72%, demonstrating above-average to strong performance, with one student achieving the highest percentage of 72%. 7 students attained percentages between 48% and 54%, indicative of average to slightly below-average performance. The average percentage for the class is 61%.

Govt Girls High School Muldeh Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	582	53%	25	668	60%
2	666	60%	26	757	69%
3	650	59%	27	607	55%
4	698	63%	28	648	59%
5	589	53%	29	613	56%
6	538	49%	30	490	44%
7	544	50%	31	572	52%
8	688	62%	32	484	44%
9	487	44%	33	581	52%

10	696	63%	34	461	42%
11	680	62%	35	532	48%
12	599	54%	36	631	57%
13	454	41%	37	556	51%
14	556	51%	38	558	51%
15	591	54%	39	784	71%
16	536	48%	40	550	50%
17	639	58%	41	577	52%
18	556	51%	42	639	58%
19	751	68%	43	658	60%
20	666	60%	44	680	61%
21	780	71%	45	491	44%
22	556	51%	46	717	65%
23	474	43%	47	478	43%
24	562	51%			

In this class of 47 students: 3 students achieved high percentages ranging from 68% to 71%, demonstrating strong academic performance, with one student achieving the highest percentage of 71%. 9 students attained percentages between 60% and 69%, 35 students achieved percentages between 44% and 59%, and no students above 75%. The average percentage is 61%.

Private Schools

These are the annual results of private secondary level institutions of year 2020 (Peshawar board) in Lower Chitral. The total marks in secondary level (matric) are 1100, following are the obtained marks out of the total 1100.

Table 4.4*Private school Percentages***Afaq Model School and College Danin Chitral**

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	631	57%	9	885	80%
2	863	78%	10	757	69%
3	769	70%	11	792	72%
4	612	56%	12	704	64%
5	940	85%	13	903	82%
6	688	62%	14	534	48%
7	771	70%	15	867	79%
8	704	64%			

In this class of 15 students. 5 students achieved percentages above 80%, demonstrating excellent academic performance, additional 5 students scored in the range of 60% to 70%. One student achieved a score of 57%. The remaining 4 students scored below 40%. The average percentage is 69%.

Chitral Model School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	633	57%	6	577	52%
2	682	62%	7	711	67%
3	631	57%	8	755	69%
4	532	48%	9	666	60%
5	496	45%			

In this class of 9 students, 2 students who achieved percentages in the range of 60% to 69%, 3 students achieved percentages in the range of 57% to 62%, signifying average to above-average performance, 1 student scored 52%, 3 students achieved percentages below 50%. The average percentage is 58%.

Alkhidmat Foundation Qutaiba Public School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	769	70%	10	788	72%
2	542	49%	11	682	62%
3	758	69%	12	704	64%
4	832	76%	13	818	74%
5	698	63%	14	883	80%
6	808	73%	15	814	74%
7	761	69%	16	650	59%
8	774	70%	17	854	77%
9	736	67%	18	753	68%

In this class of 18 students 2 students who achieved excellent percentages of 80% and 77%, 4 students scored in the range of 72% to 74%, 8 students achieved percentages in the range of 62% to 70%, signifying average to slightly above-average performance, 2 students scored between 59% and 63%, 2 students achieved percentages below 50%. The average percentage for the class is 69%.

The Langland School and College Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	650	59%	17	784	71%
2	694	63%	18	759	69%
3	662	60%	19	729	66%
4	784	71%	20	889	81%
5	729	66%	21	822	75%
6	853	77%	22	747	68%
7	662	60%	23	844	77%
8	750	68%	24	706	64%
9	800	73%	25	893	81%
10	861	78%	26	936	85%
11	668	61%	27	737	67%
12	727	66%	28	932	85%
13	672	61%	29	694	63%
14	789	72%	30	698	63%
15	899	82%	31	932	85%
16	627	57%			

In this class of 31 students, 7 students who achieved percentages, ranging from 81% to 85%, demonstrating strong academic performance. Another 8 students scored in the range of 69% to 73%. 6 students achieved percentages in the range of 60% to 68%. 10 students scored between 57% and 59%. Notably, 0 students scored below 50%. The average percentage for the class is 69%.

Frontier Corps Public School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	660	60%	23	786	71%
2	887	81%	24	976	89%
3	950	86%	25	538	49%
4	769	70%	26	660	60%
5	905	82%	27	765	69%
6	607	55%	28	589	53%
7	954	87%	29	540	49%
8	603	55%	30	828	75%
9	800	73%	31	759	69%
10	580	53%	32	602	55%
11	607	55%	33	731	66%
12	865	79%	34	708	64%
13	674	61%	35	628	57%
14	700	64%	36	581	53%
15	877	80%	37	729	66%
16	798	72%	38	753	68%
17	708	64%	39	694	63%
18	689	63%	40	668	61%
19	849	77%	41	770	70%
20	822	75%	42	771	70%
21	816	74%	43	824	75%
22	932	85%	44	905	82%

In this class of 44 students, 12 students achieved percentages, ranging from 79% to 89%. Another 24 of students scored in the range of 60% to 75%, 6 students achieved percentages between 53% and 61% and notably, 0 students scored below 50%. The average percentage is 71%.

Iqra Model School Chitral

S.no	Obtained Marks	Percentage	S.no	Obtained marks	Percentage
1	780	71%	17	613	56%
2	721	65%	18	715	65%
3	597	54%	19	698	63%
4	844	77%	20	694	63%
5	739	67%	21	700	63%
6	865	78%	22	836	76%
7	731	66%	23	784	71%
8	674	61%	24	838	76%
9	934	85%	25	812	74%
10	700	63%	26	788	71%
11	810	73%	27	654	59%
12	782	71%	28	826	75%
13	660	60%	29	644	58%
14	704	64%	30	788	71%
15	670	61%			

In this class of 30 students. 3 achieved percentages ranging from 76% to 85%, 2 students scored in the range of 59% to 65%, 7 students achieved percentages between 63% and 71%, 8 students achieved percentages ranging from 54% to 73% and no students scored below 50%. The average percentage is 66%.

4.5 Comparasion of Annual Result of Private and Public Institutions

Analysis of the document (gazzett of Peshawar board (See Appendix H))

From above reading the comparison was clear with respect to the status of results at secondary level institutions in Chitral. The average result of public school is low as compared to private students, there is no students got marks in 1000 from a public institution while a reasonable number of students from private schools got marks in 1000. Therefore, results of SSC 2020 (Peshawar Board) shows a clear difference between Private and Public school annual result. The result of private school is much better than the public schools. The students of private school in every school of

Chitral have got more marks from the students of public schools. As in the above reading and table 4.1 and 4.2 it is cleared that students of private institutions are better in their grades and marks than any of public school students.

The total marks of SSC are 1100, where 5% percentage of the private school students score above 1000, and 30% students score in 900 and 50% students got marks in 800 while in public school the students have not cross 1000 , a very few students are in 900 ,30% of them are in 800 marks 40% students score in 700 and the rest are in 600, 500 and even in 400 marks. In contrast private school don't have students in 400 score and a very few student in 600 marks.

This is a very clear difference between public and private school annual board results, where it is clear that average students from private schools in Chitral have score more better than students of public school.

4.6 Analysis of Objectives and Hypotheses Regarding Input and Process Dimension

These objectives were assessed Quantitatively:

1b. To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level.

1c. To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.

Objective 1b: To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level.

H₀₁: There is no significant difference between the resource availability of private and public sector institutions at Secondary school level.

Table 4.5

Comparison bases on Input factors

Sector	N	Mean	SD	t- value	P
Public	65	19.90	4.41	0.039	0.979
Private	59	19.70	4.21		

Table 4.5 indicates that the mean difference of resource availability (Input dimension) between the public and private schools at secondary level. The mean score of public sectors is 19.70 and the mean score of private sectors is 19.90. The mean difference is 0.2. The p value is 0.979 which is not significant at P level of significance. Therefore, the null hypothesis that there is no significance difference between the availability of resources in public and private sector is accepted. It is concluded that there is found similarity in public and private sector regarding input factors.

Objective 1c: To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/

learning process, activities, curricular and co-curricular activities) of the system at secondary level.

H₀₂: There is no significant difference in the teaching methods of public and private schools at secondary level.

Table 4.6

Comparison based on Process factors

Sector	N	Mean	SD	T	P
Public	180	59.2	7.31	.016	.001
Private	75	49.2	8.08		

Table 4.6 indicates comparison of private and public quality in regard of process. The mean score of public school is 52.2 and private school is 57.2. The mean difference is 5.50. The value of p (.001) is significant at $p \leq 0.05$. Therefore, it is concluded that there is found difference in public and private secondary level schoolteachers regarding process factors of schools at secondary level. This shows that private school students are more satisfied than public school students about their teaching methodologies. The null hypothesis that there is no significant difference in public and private institutions in their teaching methodologies at secondary level is rejected.

H₀₃: There is no significant difference in organizing co-curricular activities in private and public sector institutions at Secondary school level.

Table 4.7*Co-curricular activities in private and public sector*

Sector	N	Mean	S. D	t-value	Sig.
Private	75	13.2	3.08	3.45	.002
Public	180	13.8	3.12		

Table 4.7 indicates that the mean difference of curricular and co-curricular activities between the public and private schools at secondary level. The value of t (3.45) is not significant at $p \leq 0.05$ level of significance. Therefore, the null hypothesis that there is no significant difference in organizing co-curricular activities in private and public sector institutions at Secondary school level is rejected. It is concluded that there is found difference in public and private sector cocurricular activities, that private school are better at organizing co-curricular, curricular activities that public school.

H04: There is no significant difference in results of formative exams in public and private schools at secondary level.

Table 4.8*Formative exam results*

Sector	N	Mean	S. D	t-value	Sig.
Private	75	9.68	4.08	2.41	.007
Public	180	8.71	4.20		

Table 4.8 indicated the difference between formative results of private and public sector students at secondary level. The result revealed that the comparison is significant at .007 level which is less than .05, the significant level. The t-value is 2.41 and the mean values are 9.68 in private and 8.71 in public. The mean value of private sector is greater than public sector institutions. So, it is concluded that results of formative exams are better in private institutions. It shows a significant difference between private and public sectors institutions at secondary level. So, the null hypothesis was rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study compared quality education measures in the public and private sectors at the secondary level in Chitral. The study used a mixed methods design. The study was mainly conducted to probe into the matter of quality by the comparison of quality enhancement measures. This study has explored the quality education variables of public and private secondary level school through statistical tests. The quality education was assessed using CIPP model, which included the four dimensions; Context (vision, mission, aim, goals, objectives), input (resources, infrastructure, curriculum), process (teaching/ learning process, curricular and co-curricular activities) and product (results). These variables were explored and investigated and on the basis of findings the quality education of both sectors (public and private) was assessed.

In this study the data was collected from both public and private sector secondary level institutions located in Lower Chitral. The data was collected from the secondary level (9th and 10th) students, teachers and principal, headmaster/ headmistress of that schools. All secondary level schools in Lower Chitral comprised the population of the study. Six public secondary level schools were included in the sample of the study and six private schools were included. For pilot testing and data from 50 respondents (students) and 40 respondent (teachers) was collected, which was used to check the reliability of the instrument. The data for pilot testing was collected from both private

institution and public institutions in Lower Chitral. The targeted populations were students, teachers, and principals from both of the public and private sector institutions. The Qualitative data was collected through two questionnaires and then analyzed through the software SPSS. Qualitative data were collected through interviews from principals, headmaster/ headmistress and document which were analyzed through thematic analysis. There were total 257 students, 120 teachers, and 12 principals, headmaster/ headmistress as sample of the study from both sectors. In the data collection the ratio of public-school teacher and students was more because the population is more in public sector. Six public and six private secondary level institutions were included in the final study's sample.

The research instruments used for data collection were questionnaires, interview protocol, and document analysis. The questionnaires and interview protocol both were self-made. There were two sections in the questionnaires. The first part dealt with the respondents' demographic information. The second section dealt with the factors of quality education. To verify the instruments validity, the researcher obtained validity certificates from education professionals from different institutions. The reliability of the study instrument was assessed using statistical analysis in SPSS. Both questionnaires had a reliability of .782 and .857 respectively.

The researcher collected data in person by visiting the institutions. The quantitative data was analyzed using SPSS 25 once it was collected. The data was thoroughly examined using appropriate statistical tests and methodologies such as frequency, percentage, mean, and t-test. These tests and techniques were utilized to get a valid conclusion. While the qualitative part (interviews and documents) were analyzed through thematic analysis. Then finding and conclusions were made on the basis of data analyzed.

5.2 Findings

Section I: Findings related to Quality Education Variables.

The findings related to quality education are discussed here which are according to the hypotheses and objectives of the study. The following findings were made after the interpretation of the data.

5.2.1 Findings related to Context (Vision, mission, aim, goals, and objectives)

1. From 4.2.2, the analysis of the interviews shows that private school principals were more fluent and confident while talking about their school vision, mission, aim, goals, and objectives, while public-school headmaster/ headmistress were not confident when talking about their vision, mission, aim, goals, and objectives. Which shows private school principals were clearer about their school mission, vision, aims and goals while most of the public-school headmaster/ headmistress were not.
2. In 4.2.1 it showed that courses provided in both sector schools were according to the school mission, vision and aims. As the curriculum is set by the single national curriculum and they are in accordance with the institutions mission, vision, aims. More, the schools set the goals/objectives according to the needs of students, they use the objective and goal setting to instill a full growth mindset of their students.
3. In 4.2.4 the it was found that the system of assessment and evaluation of aims, goals and objectives was although present in both sectors private and public school, according to the school leaders they assess their teachers either they are working according to the vision, mission and aim of the school or not. If they are successfully achieving the goals/ objectives or not. But this system is stronger in

private school than public school, as the principals of private school they use new, different methods, beside checking students' performance and checking the classes, while headmaster/ headmistress only go around during class time.

4. In 4.2.5, it was observed that private school principal arranges more meetings with teachers, parents and even talk to students regarding the goals, objective's achievement, but in many public schools this factor was missing.
5. From 4.2.5 it showed that the good thing in both sector school, as the principals and headmaster/ headmistress go around the school, check classrooms and they attend the assembly. This presence of school leader is good sign that they are having a check on regular basis to track the performance and the attainment of goals and objectives of the school.
6. In 4.2.6, through these interviews the principals revealed that parents are concerned about their children but in public school's headmaster/ headmistress complaint that parents do not concern about their children and even don't bother to ask how their children are doing and they said this is also a big hurdle in reaching to our objectives, goals and aims.
7. From 4.2.6 it was revealed that headmasters of boy's public school and specially the girl's headmistress mentioned a serious problem that our students are not interested in their studies, in this situation it very difficult for use to attain our goals, more they said this is because most of our students in public schools are from economically weak families and these are parents are also not interested in their children's education so, their children adopt the same behavior while in private schools foster open contact between parents and administrators, and they prioritize parent involvement in the community. Families become an active part of

their child's education through numerous parent-teacher meetings. This contributes to the strengthening students' interest in their education.

5.2.2 Findings related to Input (Resources, Infrastructure, curriculum, content)

8. In table 4.5 it was concluded that there was no significant difference in regard to input factor (Resources, Infrastructure, curriculum, content) between private and public institutions at secondary level in Chitral.
9. From table 4.5 the study showed, that both sectors' institutions have similar resources, facilities for their classes, and availability of proper materials for suitable teaching, and both sectors' participants were satisfied with their infrastructure of their institution.
10. The study shows that both sectors have the same availability of well-equipped science laboratories in private and public schools was observed. Both private and public-school teachers were satisfied with well-equipped science laboratories for teaching.
11. The study shows a difference in conducting continuous assessment to test students' performance in private and public schools was observed. Private school teachers are more into conducting assessment to check students' performance than public schools.
12. It had been depicted a difference that classrooms are spacious according to the number of students in class in private and public schools was observed. As in private school teachers are more satisfied that their class is spacious according to the number of students than in public schools.
13. It was shown from the finding that both sectors the majority of respondents were satisfied with the availability of electricity in their school.

5.2.3 Findings related to Process (Teaching / learning process activities Curricular and Co-curricular process)

14. In table 4.6 the study showed that majority of teachers from private institutions at secondary level use different A. V aids for teaching and variety of teaching methods according to the topics compared to public schools. In this regard private schools were better than public schools.
15. The study highlighted a difference in the training of teachers in private and public schools. Private school teachers were more trained than public school teachers. As private school teachers are more into lesson planning, using A.V Aids than public school teachers.
16. The study depicted a difference that sufficient activities, exercises are done on each new topic and assigning projects and assignments on daily basis, in this respect private schools were better than public schools.
17. The study shows a difference in administering test or quiz to assess student learning and the number of the formative tests taken during the course is enough in private and public schools was observed. As private schools in this regard were better than public schools.
18. The study shows a difference in completing the course in prescribed time in private and public schools was observed. As public schools in this regard were better than private schools.
19. The study illustrated that use of internet to facilitate teaching in private and public schools was different. As private schools in this regard were better than public schools, as in private school teachers use internet and also encourage their students to use it.

20. The study shows that private institutions provide the facility of in-door and out-door games more than public institutions. As private schools in this regard were better than public schools.
21. The study depicted difference that private schools are more into co-curricular activities like debates, quiz, art and craft, science exhibition, essay writing and musical concert etc..., than public schools. As private schools in this regard were better than public schools.
22. The study shows that private institutions provide the facility of in-door and out-door games more than public institutions. Private schools in this regard were better than public schools.
23. The study shows a difference that principals monitor the classes regularly to check the performance of students and teacher in private and public institutions. Private sector principals were regular in this regard that in this regard than public sector headmaster/ headmistress who do it rarely.
24. The study shows that private institutions have more regular parent teacher meetings to discuss school affairs and students' problems than private institutions. As private schools in this regard were better than public schools.
25. The study shows that teachers take daily feedback from students on their teaching overall performance is better in private than public institutions. As private schools in this regard were better than public schools.

5.2.4 Findings related to Product (Students' achievements, results)

26. Table 4.8 depicted that private sector are more satisfied with their students' scores of monthly tests/papers than public institutions. As private institutions are better than private institutions in this regard.

27. Table 4.3 and 4.4 showed a difference in the board examination result of students in private and public institutions at secondary level. As in the matric board result private students were much better than public sector students.
28. The study shows (Table 4.7) that students of private sector get more achievement in curricular and co-curricular activities than public sector students. As private schools in this regard were better than public schools.
29. This study highlighted that private sector students are much better in following rules and discipline in school premises than public schools sector students. As private school students were more disciplined than public school students.
30. In 4.3.1, the results (2020 SSC) showed a clear difference between the sector of Private and Public annual result. The students of private sector in every school of Chitral have got more marks from the students of public schools. The total marks of SSC are 1050, where 5% percentage of the private school students score above 1000, and 30% students score in 900 and 50% students got marks in 800 while in public school the students have not cross 1000, a very few students are in 900, 30% of them are in 800 marks 40% students score in 700 and the rest are in 600, 500 and even in 400 marks. In contrast private school don't have students in 400 score and a very few student in 600 marks.

5.3 Discussion

This mixed-methods study was used to explore the quality of education in public and private sector institutions at secondary level in Lower Chitral. Both private and public school play an important role in the development of whole education system and whole of society. Private institutions are run by the private sector, and their primary goal is to make a profit. While the public sector, on the other hand, is

run by the government and provides education at a low cost. Because the two sectors are managed by distinct systems, school management and practices are likewise highly diverse.

As it was mentioned in the literature that most parents choose private school for their children as this sector is becoming more favorite of a big part of students because of the modern education system they provide , the test criteria, new and better resources, and knowledge creation, because private schools are more effective in case of education whereas public schools, which comparatively very cheap but inefficient are losing their attraction (Ghafoor, 2020).

The main objective of this study compared the overall quality of education, it was concluded that over quality of education is better in private school, which was consistent to a study by Imran, 2008. Where its findings showed that private schools were better than public institutions. Principals in secondary institutions of private sector were better than headmaster/ headmistress of public sector in involving teachers in decision-making, keeping a check on school and completing duties. Moreover, this Behavior of teachers in private sector was helping, motivating and they encouraged questioning in students, but in public sector these were lacking. Moreover, the same study is consistent with the findings related to physical facilities that both sectors, that both sectors are satisfied with the physical facilities. Availability of A.V. aids was excessive in public sector institutions at secondary level as compared to private secondary schools, but their use was much better in private public sector. But this finding is inconsistent that headmaster/ headmistress of public sector were more qualified academically as well as professionally, having more administrative experience as compared to private sector principal. Teachers of public secondary schools were more qualified academically as well as professionally having

command over teaching methodology as compared to the teachers of private secondary schools (Imran, 2008).

Furthermore, this current study also supported through recent research by Awan, 2018, where it concluded that private institutions were investing more in students' education than were public schools. A claim was made that teachers at public schools reported higher levels of job satisfaction and better record-keeping than those in private institutions. Additionally, it concluded that teachers at public schools had more classroom experience and produced superior outcomes to those in private institutions. It was also discovered that instructors at public schools had better access to management and school administration than those in private schools (Awan, 2018).

The objective related to resource availability of private and public sector schools concluded there was no significant difference between the two sectors, physical facilities like furniture, electricity, playground were almost the same and both sector students and same was with teaching resources, both sector schools were equal in Lower Chitral. This finding was found inconsistent with the study by Ahmad, Hussain & Jabeen in 2021, where it was found that 80% government schools in district Chitral have separate rooms as laboratories. The laboratories of only 10% Government Schools in district Chitral are well equipped with all necessary equipment required for the practical at SSC level, while 90% laboratories in government Schools do not have necessary equipment required for practical at SSC level (Ahmad, Hussain, & Jabeen, 2021).

Moreover, a study by Iqbal, 2018 was also found to be inconsistent, showed different finding that public schools have large, spacious, and standard-sized school buildings. Teachers are full-time employees that are highly certified and trained. The

government provides and finances all amenities, including the building, hall, library, furnishings, and utilities such as power, water supply, and gas. The majority of children enrolled in public schools come from medium and Lower middle-class households. Class sizes in public schools are greater. The majority of public-school principals have people-oriented/democratic leadership approaches. They create and enforce department policies, as well as oversee school operations. Further, private schools are not housed in huge, expansive buildings with small classrooms. Teachers in private schools are less competent or unskilled. Individual attention is given to pupils by teachers. Homework is assigned and verified on a regular basis. Selected studies are conducted at private schools, and pupils are provided brief notes. Because of the increased attention of the teacher, students become more reliant and thoughtless. Private schools are profit-making institutions; hence, they give education to or for individuals in good financial standing and private schools have small class sizes (Iqbal, 2018).

Additionally, another study mentioned that teachers in public institutions have less teachers who are graduate with a ratio of 34%, whereas in private institutions it is more with a ratio of 39%. However, compared to private school instructors in Pakistan, public school teachers have a higher proportion of M.Ed. degrees. According to the data, 17 percent of public-school instructors have a master's degree, but just 11 percent of private school teachers have. Tuition fees in public schools are Lower than those in private schools, with around 47 percent of all private schools collecting tuition fees compared to 24 percent of all public schools in the country (Khan, Fauzee, & Daud, 2016).

The next objective was about comparison between in teaching methodologies of private and public schools at secondary level. Here a significant

difference was found in the opinion of students about the teaching process. The teaching process is more satisfying in private schools. In case of organizing co-curricular activities in schools, both sectors were good in arranging these activities, but the achievements of private school students were better. This finding were consistent with the study of Ahmad, Mahmood & Ghuman in 2013, where the findings showed that A.V. aids are used more frequently in private schools than in public ones. Private school instructors have better attitudes toward their students than do teachers in public schools. The majority of public-school teachers do not encourage their class to read extra reading, like reading English newspapers. While private schools arrange different competitions, the majority of public sector schools only sometimes or never do so. Most public-school teachers prefer to convey English concepts in Urdu rather than English while the private institutions this is opposite (Ahmed, Mahmood, & Ghuman, 2013).

But a study by Shabbir et al., 2014 was inconsistent regarding the objective of resources it concluded that there is a difference between public and private schools for availability of physical resources and facilities. Which revealed that private schools have better availability of resources and facilities as compared to public institutions (Shabbir, et al., 2014).

Further, private schools had Lower teacher absenteeism and more teacher responsibility than public schools. Teacher pays in the private sector is more closely tied to student results than in the public sector. Instructors at private schools are less likely to be absent than teachers in public schools. The teachers in result who are working at low-fee in private schools can be under pressure to perform fully, extra and fulfil specified outcome-oriented goals. While in public sector job security is higher. As a result, the difference in incentive packages between the private and

public sectors may be a factor in understanding why private schools outperform government schools (Zia & Awan, 2017).

The study by Hussain, 2018 was found consistent with the current study that there was a significant difference between public and private schools in terms of co-curricular activities at the secondary level, as well as a significant difference between public and private schools in terms of students' active participation in co-curricular activities (Hussain, 2018). Another study Shabbir et al., was also consisted that it showed a significant difference in all measures of curricular and co-curricular activities planned in both sectors, that activities planned in private schools were regular as compared to public sector (Shabbir, et al., 2014).

Moreover, another supported the study findings, that both public and private secondary schools have a competent mechanism for evaluating instructors' performance. However, there is a considerable variation in the performance rating method for teachers in public and private schools. Private school performance review was more successful than public school performance evaluation. Teachers' performance is more closely examined in private schools than in public institutions. According to the findings, the performance of private school instructors in Pakistan is more evident than the performance of government schoolteachers (Siddique et al., 2021).

The last objective from the study compared the result of secondary level and it was consistent with the study by Awan, 2018 where it concluded that there was a significant difference in the board result of students at in public and private sectors at secondary level, it was found that private school students are always the toppers and got much better marks than all public-school students. It is due to the fact that private institutions have much good facilities, their personnel, and the student support

system on the other side the public schools have class with over-crowding situation, understaffing and a serious lack of resources (Awan, 2018).

Further another study by Shabir, et al., 2014 was consistent that there is a difference between the result of public and private institutions result at board exams. It reveals that private school students are performing better, also high achievers as compared to public school's student at secondary level (Shabbir, et al., 2014).

5.4 Conclusion

The main objective of the study was to compare the quality of education in public and private sector institutions at secondary level in Chitral. The finding of the study reveals that there was a significant difference between the two sectors' quality education, as private sector schools were better in almost every aspect.

In the first objective it showed that private institutions principals use new and proper methods to assess their goals and objectives than public institutions. The system of assessment and evaluation of aims, goals and objectives was although present in both sectors, but private institutions have a strong system of monitoring of students and teachers to check either they are going according to the vision, mission, aims and goals or not. More, in private institutions parents and community members are more involved in institutions as compared to public sector.

In the next objective related to input dimension, it was concluded that both sectors provide better physical resources in case of spacious classroom, proper furniture, playgrounds but when it comes to classroom teaching facilities private schools provide better classroom resources and facilities to teachers as compared to public schools. Size of classrooms was better in both private schools and public schools. But as public school have more students due to the which the spacious class

also become overcrowded. The science laboratories were well-equipped in private as compared to public schools. In the availability of required standard of computer availability in private and public schools both were at average level.

In case of the objective regarding process it shows that teaching/ learning process is better in private institutions, as the majority of private school teachers prepares lesson plan before the class but in public schools this was missing. Majority of private school teachers use audio-visual aids in their teaching as compared to in public schools and more private school teacher also use variety of teaching methods in their classes. Public school teachers complete the course in prescribed time but in private school most of the time the course is not completed in the prescribed time.

Moreover, private school provides the facility of in-door and out-door games at a large scale but in public school this was at low level. Private school arranges co-curricular activities regularly in timely manner as compared to public schools. More in private schools when there is a need of extra coaching or any assistance, the school provides it to the student. On the other hand, this was at a very low level or even missing in most of the public schools.

For the last objective it was concluded that the results of students in boards examinations of private schools were much improved and better than of government institutions in Lower Chitral.

5.5 Recommendations

Following recommendations are made to improve the quality of education in private and public sector on the basis of above findings:

1. Public sector performance may be improved by providing training to school heads on mission, vision and goals awareness, establish a robust evaluation system of school heads, and implement proper monitoring to ensure alignment with objectives by PITE (Provincial Institute for Teacher Education).
2. Training may be given to public school teachers to properly use computers, science laboratories, libraries, audio-visual aids to facilitate teaching by the organization Provincial Institute for Teacher Education (PITE).
3. Teachers in public institutions may change their strategies to learning by doing, visualization and be more of student centered to enhance their teaching methodologies.
4. School heads and teachers of public schools may be made accountable for unsatisfactory results in public schools by Education Monitoring Authority (EMA) and parents.

For future researcher

1. The needs of the teachers and the educational programmes may be understood through further study.
2. In the future, a qualitative study may be conducted by using interviews from students and teachers.

5.6 Limitations of the Research

This study was limited by the following factors:

1. Some participants were not enough knowledgeable, while some do not cooperate in providing their opinions on the questionnaires.
2. The participants for interview were not used to interviews which might have affected their level of openness.
3. The lack of resources and circumstances in visiting the institutions delayed the data collection.

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APPENDIX A



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu

Dated: 10th December 2021

To: Sabahat Shireen
15 MPhil/Edu/S20

Subject: APPROVAL OF MPhil THESIS TITLE AND SUPERVISOR

1. Reference to Letter No, ML.1-4/2021-Edu, dated 11-12-2021, the Competent Authority has approved the title and supervisor in 12th BASR meeting dtd 18th November 2021 on the recommendations of Faculty Board of Studies vide its meeting held on 9th September 2021.

a. Supervisor's Name & Designation

Dr Marium Din (Supervisor)
Assistant Professor
Department of Education, NUML, Islamabad.

b. Thesis Title

Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions

2. You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period by **31st December 2022** positively for further necessary action please. (*Time line attached*)

3. As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: snudrat@numl.edu.pk


Dr. Wajeeha Shahid
Head

Department of Education

Distribution:

Sabahat Shireen (MPhil Scholar)

Dr. Marium Din (Thesis Supervisor)

APPENDIX B

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2022-Edu

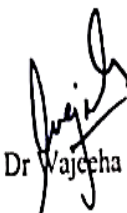
Dated:31-03-2022

WHOM SO EVER IT MAY CONCERN

Ms. Sabahat Shireen D/O Barq Ahmad Khan, students of Mphil (Edu) Registration # 15/mphil/Edu/S-20 Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.


Dr Wajeeha Shahid
Head,
Department of Education.

APPENDIX C

CERTIFICATE FOR TOOL VALIDATION



CERTIFICATE OF VALIDITY

QUALITY EDUCATION AT SECONDARY LEVEL: A COMPARATIVE STUDY OF
PUBLIC AND PRIVATE INSTITUTIONS.By: Sabahat ShireenSupervised By: Dr. Mariam DinM.Phil. Scholar, Education Department, National University of Modern Languages, H-9,
Islamabad, Pakistan

This is to certify that the standardized research instruments "Supportive Questionnaire" and "Structure Interview Protocol" to be used by the researcher towards her thesis have been assessed by me and I find that the instruments have been designed adequately.

It is considered that the research instruments, developed for the above titled research are according to the objectives, research questions and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farideh Akbari TabassumiDesignation: Assistant ProfessorInstitution: NUML IslamabadStamp/Signature: [Signature]Date: 17/05/22

APPENDIX D

CERTIFICATE FOR TOOL VALIDATION



CERTIFICATE OF VALIDITY

QUALITY EDUCATION AT SECONDARY LEVEL: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE INSTITUTIONS.

By: Sabahat Shireen

Supervised By: Dr. Mariam Din

M.Phil. Scholar, Education Department, National University of Modern Languages, H-9,
Islamabad, Pakistan

This is to certify that the standardized research instruments "Supportive Questionnaire" and "Structure Interview Protocol" to be used by the researcher towards her thesis have been assessed by me and I find that the instruments have been designed adequately.

It is considered that the research instruments, developed for the above titled research are according to the objectives, research questions and hypotheses of the research. It assures adequate construct and content validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Jameela Ashraf

Designation: Assistant Professor

Institution: NUML - Islamabad

Stamp/Signature: [Signature]

Date: 31-03-2022

APPENDIX E

QUALITY EDUCATION AT SECONDARY LEVEL: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE INSTITUTIONS (Students)

Dear Respondent (student), I am a MPhil Scholar at National University of Modern Languages, Islamabad (NUML). The title of study is “Quality Education at Secondary level: A Comparative Study of Public and Private Institutions”. I need your responses on the questionnaire attached with. All data will be kept confidential and only be used for research purpose. Your cooperation in this regard will be highly appreciated.

School Name: _____

Institution Type: a. Private b. Public

Indicate your agreement or disagreement with the following statements by circling your response by using the scale.

1 2 3
No Somewhat Yes

	Process	No	Somewhat	Yes
1	My teachers regularly come to school.	1	2	3
2	My teachers reach the class in time.	1	2	3
3	My teachers have a full knowledge of the subject content.	1	2	3
4	I understand the lecture taught by teachers in the classroom.	1	2	3
5	My teacher gives us time to ask questions in class.	1	2	3
6	My teachers make the topic interesting with different methods.	1	2	3
7	My teachers use teaching aids (charts, models) to make the lesson effective.	1	2	3
8	My teachers use audio-visual aids for teaching.	1	2	3
9	My teachers give us home tasks.	1	2	3
10	My teachers check the homework regularly.	1	2	3
11	My teachers give feedback on homework/classwork.	1	2	3

12	My teachers refer other books to read other than course book.	1	2	3
13	My teachers give us time to practice/revise the classwork.	1	2	3
14	My teacher solves all the exercise by himself/herself.	1	2	3
15	The teacher gives us the exercise to complete.	1	2	3
16	During class we have an opportunity to show what we have learned.	1	2	3
17	My teachers conduct test to check our understanding.	1	2	3
18	After each test my teachers informs me how to improve the next time.	1	2	3
19	Teachers regularly check my written work.	1	2	3
20	My teacher helps me if I need.	1	2	3
21	My teacher prepares me for tests and papers.	1	2	3
22	My teacher involves me in class discussions or activities.	1	2	3
23	My teachers allow us to share our idea in classroom.	1	2	3
24	My teachers explain the topics in easy way so that I understand.	1	2	3
25	I can go to the school library at any time I want.	1	2	3
26	My teachers complete the syllabus within given time of an academic year.	1	2	3
27	There is a lab period weekly.	1	2	3
28	My teacher helps us to perform the experiments in lab.	1	2	3
29	There is a sport class weekly in my school.	1	2	3
30	I take part in games arranged within school.	1	2	3
31	I take part in different sports competitions with other schools. (cricket, football, badminton).	1	2	3
32	I take part in debates, speech, naat and singing competitions.	1	2	3
33	I take part in skits and drama in school.	1	2	3
34	I take part in essay writing, painting, and drawing competition.	1	2	3
35	My school arrange science exhibition fares.	1	2	3

APPENDIX F

QUALITY EDUCATION AT SECONDARY LEVEL: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE INSTITUTIONS (Teachers)

Dear respondent (teacher), I am a MPhil Scholar at National University of Modern Languages, Islamabad (NUML). The title of study is “Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions”. I need your responses on the questionnaire attached with. All data will be kept confidential and only be used for research purpose. Your cooperation in this regard will be highly appreciate. Thanks, in anticipation.

Note: Please follow the instructions carefully and ensure that you respond to every question.

School Type: a. public b. Private

Academic Qualification: a. BA/BSc b. MA/MSc c. MPhil/MS d. PhD

Indicate your agreement or disagreement with the following statements by circling your response by using the scale.

12 3 45
Hardly Ever Rarely Sometimes Often Very Often

Sr No	Input	Hardly Ever	Rarely	Sometimes	Often	Very Often
1	Proper materials are available for suitable teaching.	1	2	3	4	5
2	There are well-equipped science laboratories in school.	1	2	3	4	5
3	There are suitable Audio-Visual equipments in class.	1	2	3	4	5
4	There are proper computer resources for teacher use.	1	2	3	4	5
5	The school is equipped with the required standard of computer for teaching students.	1	2	3	4	5

6	There is a reliable Internet connection for teacher use.	1	2	3	4	5
7	Every teacher in your school/college has adequate training.	1	2	3	4	5
8	Every teacher prepares a lesson plan before the class.	1	2	3	4	5
9	Teachers conduct continuous assessment to test students 'performance.	1	2	3	4	5
10	My class is with proper physical facilities (desks, chairs).	1	2	3	4	5
11	Classrooms are spacious, according to number of students.	1	2	3	4	5
12	My school has adequate physical facilities like hall and auditorium.	1	2	3	4	5
13	Proper electricity is available in the school.	1	2	3	4	5
14	The courses taught are up to date.	1	2	3	4	5
	Product	1	2	3	4	5
17	Teachers takes daily feedback from students on their teaching.	1	2	3	4	5
18	The test scores of students are satisfied.	1	2	3	4	5
19	The result of student's monthly papers/tests is satisfied.	1	2	3	4	5
20	The board examination result of student's is satisfied.	1	2	3	4	5
21	My students get achievement in curricular and co-curricular activities.	1	2	3	4	5
22	Students at my school observe discipline in school premises.	1	2	3	4	5
23	Students learn practical skills from school.	1	2	3	4	5
24	The course contributes to the students' work related with their technical fields.	1	2	3	4	5

APPENDIXG

Interview Protocol

Dear respondent (Principal), I am a MPhil Scholar at National University of Modern Languages, Islamabad (NUML). The title of study is “Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions”. I need your responses on the following questions. All data will be kept confidential and only be used for research purpose. Your cooperation in this regard will be highly appreciated. Thanks, in anticipation.

1. What is mission of your school?
2. What is the vision of your school?
3. What is the main aim of your school?
4. What are the courses provided by the school? Are they in accordance with the mission and aims?
5. How are the goals/objectives set according to the need of students?
6. How you ensure that teachers work accordingly to achieve the school’s educational goals/ objectives?
7. How do you access that the Goals/ Objectives are being achieved?
8. How much you are satisfied that your school is achieving the set goals, objectives, and mission?
9. What kind of hurdles do you face in achieving your mission, vision, goals, and objectives?

APPENDIX H

<https://bisep.edu.pk/downloads/ssc/Result%20Guzzette%20SSC-II%20A%202020%20BISEP.pdf>

APPENDIX I

Alignment Table

Research Objectives	Research Questions	Research Hypotheses	Data collection and Analysis
Obj 1: To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.	RQ1: Are the courses relevant to the aim of the institutions in both sectors at secondary level? RQ2: Are the objectives of the course related to the aims in public and private schools at secondary level?		Interview from Principal, Head teachers/headmasters (Thematic Analysis)
Obj 2: To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level.		H₀₁: There is no significant difference between the resource availability of private and public sector institutions at Secondary school level.	Questionnaire from Teachers' (t-test)
Obj 3: To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.	RQ3: Is there effective two-way communication between teachers and parents in both private and public schools at secondary level?	H₀₂: There is no significant difference in the teaching methods of public and private schools at secondary level. H₀₃: There is no significant difference in organizing co-curricular activities	Questionnaire from Students' (t-test)

in private and public
sector institutions at
Secondary school
level.

Obj 4: To compare the status
of quality education in public
and private institutions with
respect to different factors
related to product (student
achievements, results) of the
system at secondary level.

RQ4: What is the
previous result status of
private and public-
school students at the
secondary level?

H₀₄: There is no
significant difference
in results of
formative exams in
public and private
schools at secondary
level.

Document analysis
(Content analysis)

APPENDIX J

Alignment Table of recommendation with conclusion and link with research questions.

Research Objectives	Research Questions	Research Hypotheses	Conclusion	Recommendations
Obj 1: To compare the status of quality education in public and private institutions with respect to context related factors (Vision, mission, aims, goals, objectives) at secondary level.	RQ1: Are the courses relevant to the aim of the institutions in both sectors at secondary level? RQ2: Are the objectives of the course related to the aims in public and private schools at secondary level?		1: The system of evaluation although present in both sectors, but private institutions have a strong system of monitoring teachers to check either they are going according to the vision, mission, aims and goals or not.	1: Public institutions heads may improve the monitoring system of teachers.
Obj 2: To compare the status of quality education in public and private institutions with respect to different factors related to input (resources, infrastructure, curriculum, content) of the system at secondary level.	RQ3: Are there science laboratories and libraries available in both public and private schools at secondary level?	H₀₁ : There is no significant difference between the resource availability of private and public sector institutions at Secondary school level.	2: Teaching process is better in private institutions as the majority of private school teachers prepares lesson plan before the class but in public schools this was missing.	2: Standards of teachers' qualifications and competencies may be rechecked in public institutions and produce the types of teachers needed by the students.
Obj 3: To compare the status of quality education in public and private institutions with respect to different factors related to process (teaching/ learning process, activities, curricular and co-curricular activities) of the system at secondary level.	RQ4: Is there effective two-way communication between teachers and parents in both private and public schools at secondary level?	H₀₂ : There is no significant difference in the teaching methods of public and private schools at secondary level. H₀₃ : There is no significant difference in organizing co-curricular	3: Majority of private school teachers use audio-visual aids in their teaching as compared to in public schools and more private school teacher also use variety of teaching methods in their classes. 4: Moreover, private school provides the	3: Training may be given To public school teachers to properly use computers, science laboratories, libraries, audio-visual aids to facilitate teaching. 4: Teachers in public institutions may apply strategies like

		<p>activities in private and public sector institutions at Secondary school level.</p>	<p>facility of in-door and out-door games at a large scale but in public school this was at low level.</p> <p>5: In private institutions parents and community members are more involved in institutions as compared to public sector.</p>	<p>learning by doing, visualization and be more of student centered to further enhance their teaching methodologies.</p> <p>5:Co-curricular activities may be planned by the public schools, and every student participation be ensured for overall development of student's personalities.</p> <p>6: Parent-teacher meetings may be improved to ensure the work of teachers and students so to use all measures to improve quality.</p>
<p>Obj 4: To compare the status of quality education in public and private institutions with respect to different factors related to product (student achievements, results) of the system at secondary level.</p>	<p>RQ5: What is the previous result status of private and public-school students at the secondary level?</p>	<p>H₀₄: There is no significant difference in results of formative exams in public and private schools at secondary level.</p>	<p>6: private institutions principals use new and proper methods to assess their goals and objectives than public institutions.</p>	<p>7: School heads and Teachers may be made Accountable for unsatisfactory results.</p>

APPENDIX K



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Dated: December 02, 2022

Faculty of Social Sciences

Subject: Turnitin Report of MPhil Thesis of Ms Sabahat Shireen (Educational Sciences)

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Dean/FSS


 13/12/2022.




 (Dr. Khushbakht Hina)
 Director
 Quality Enhancement Cell

YOD ES:


 20/12/22

APPENDIX L

PROOF READING CERTIFICATE



CERTIFICATE OF PROOF READING

For The Research Entitled As

Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions

By

Sabahat Shireen

National University of Modern Languages (NUML), H9, Islamabad, Pakistan 2022

It is certified that the research work with the title "Quality Education at Secondary Level: A Comparative Study of Public and Private Institutions" submitted by Sabahat Shireen, has been checked and proofread for the Language and Grammatical mistakes.

Name Jahangir Alam
 Designation Lectures
 Institute University of Chitral
 Signature Jahangir Alam
 Date 21/03/2023

Jahangir Alam
 Lecturer in Political Science (BPS-18)
 University of Chitral

