Factors Enhancing Quality of Education at Secondary School level in Swabi, Pakistan

QLANTIC
JOURNAL OF
SOCIAL SCIENCES

Abdul Rahman [1]

Abstract: *Education is the only way to make survival in this globalized world. Education is the last hope to stabilize Pakistan socially and economically. Socio-economic development is directly proportional to the quality of Education. Objectives of paper are to identify the factors enhancing the quality of education at secondary school level in Swabi, to describe the opinion of principals regarding the factors enhancing quality of education at secondary school level and to know the views of teachers regarding the factors enhancing quality of education at secondary school level. The study was delimited to the public sector male secondary school of district Swabi. All the principals of and 1450 teachers of eighty two Government High Schools of district Swabi constituted the population of the study (EMIS, 2017). Out of the total population 68 principals and 304 teachers randomly selected (Rao soft sample calculator). Two closed end questionnaire containing 26 items each were developed on Likert scale in relation to the objectives. Percentage was used as statistical tool to analyze the collected data. Findings of the study reveal that the opinion of the principals and teachers regarding the factors enhancing quality of education are as 76% principal and 99.3% teachers were of the opinion that dynamic curriculum is a most appropriate factor for enhancing quality of education. All the principals and teachers were in favour of the factor that respect should be given to the prophetic profession for enhancing quality of education. All the respondents were in favour of the role of DEO for improving quality of education. Majority of the respondents admitted that coordination among parents, teachers and officers is a most appropriate factor for enhancing quality of education. All the respondents were agreed that professional development and subject command of teachers is a pivotal factor for enhancing quality of education.*

Introduction

All children are guaranteed a free and high-quality education through the fifth grade under Article 25A. It is important for students to be healthy and ready to learn, as well as for their families and communities to support them in their educational endeavours. A safe, supportive, gender-sensitive, and competitive physical environment. Knowledge of gender, health, nutrition, and peace, as well as relevant curricula and materials for learning basic skills like literacy, numeracy, and skills for life. A well-managed school or classroom with well-trained teachers using child-centered teaching methods and skillful assessment can be considered a quality education. a method of education in which the

---

[1] M.Phil. Scholar, Department of Education, University of Peshawar, KP, Pakistan.
Email: abd37951@gmail.com.

teacher's job is to pass on information to students while also affecting their attitudes and developing their abilities.

When it comes to all aspects of the school and its surrounding education community, all children's rights to survival, protection and participation are firmly established. Thus, children's capacity for self-determination is strengthened through the acquisition of relevant knowledge, useful skills, and appropriate attitudes, as well as the creation of safe places for children to interact with each other in a healthy way (Bernard, 1999).

The quality of education depends upon the number of factors, a few was discussed in this paper.

Quality of Content/Curriculum

Quality content is defined as what students are learning in class. Starting points for curriculum development and implementation should be national educational goals and outcome statements that translate those goals into measurable objectives (UNICEF, 2000). Examining current educational practises and future social needs is the best way to understand how schools are organised today. Authentic and contextualised problems of study and problem solving should be the focus of the curriculum rather than merely a broad coverage of important areas of knowledge. This promotes the growth of students' problem-solving abilities as well as their general knowledge. Focus on outcomes or standards and targets for student learning by providing individual differences, coordination and selective integration of subject matter, and focusing on standards and targets (Glatthorn & Jailall, 2000). Gender-sensitive, inclusive, and conflict-resolution-focused education is needed. For each subject area, the curriculum should be built around clearly defined learning objectives, and these objectives should be appropriate for the grade level and properly sequenced (see, for example, Kraft, 1995)

Physical Facilities

For learning environments, you can find everything from modern and well-equipped classrooms to outdoor classrooms. There is a strong correlation between student learning and the quality of school facilities. Students who attend a school in an area that is well-maintained may or may not perform better academically based on their backgrounds, some researchers claim (Fuller, 1999). More than half of the school districts in India's 59 districts (49 schools) were found to be housed in buildings; 25 of these were equipped with toilet facilities; 20 of these were equipped with electricity; 10 were equipped with a library; and 4 were equipped with televisions (Carron & Chau, 1996). Success in Hindi and mathematics was strongly correlated with the quality of the student's learning environment in this instance (Carron & Chau, 1996). For students in grades three and four, poor classroom materials and a lack of a library were found to have a significant impact on their test scores and grade repetition rates, compared to students in well-equipped schools (Willms, D., 2000). Recent studies conducted in Botswana, Nigeria and PNG all support the findings of the most recent ones (Pennycuick, 1993).

For learning environments, you can find everything from modern and well-equipped classrooms to outdoor classrooms. There is a strong correlation between student learning and the quality of

school facilities. Students who attend a school in an area that is well-maintained may or may not perform better academically based on their backgrounds, some researchers claim (Fuller, 1999). More than half of the school districts in India's 59 districts (49 schools) were found to be housed in buildings; 25 of these were equipped with toilet facilities; 20 of these were equipped with electricity; 10 were equipped with a library; and 4 were equipped with televisions (Carron & Chau, 1996). Success in Hindi and mathematics was strongly correlated with the quality of the student's learning environment in this instance (Carron & Chau, 1996). For students in grades three and four, poor classroom materials and a lack of a library were found to have a significant impact on their test scores and grade repetition rates, compared to students in well-equipped schools (Willms, D., 2000). Recent studies conducted in Botswana, Nigeria and PNG all support the findings of the most recent ones (Pennycuick, 1993).

Status of Teacher

For learning environments, you can find everything from modern and well-equipped classrooms to outdoor classrooms. There is a strong correlation between student learning and the quality of school facilities. Students who attend a school in an area that is well-maintained may or may not perform better academically based on their backgrounds, some researchers claim (Fuller, 1999). More than half of the school districts in India's 59 districts (49 schools) were found to be housed in buildings; 25 of these were equipped with toilet facilities; 20 of these were equipped with electricity; 10 were equipped with a library; and 4 were equipped with televisions (Carron & Chau, 1996). Success in Hindi and mathematics was strongly correlated with the quality of the student's learning environment in this instance (Carron & Chau, 1996). For students in grades three and four, poor classroom materials and a lack of a library were found to have a significant impact on their test scores and grade repetition rates, compared to students in well-equipped schools (Willms, D., 2000). Recent studies conducted in Botswana, Nigeria and PNG all support the findings of the most recent ones (Pennycuick, 1993).

- Public perception of a profession's place in a hierarchy of professions is known as "occupational prestige."
- An occupation's "occupational status" is defined as the classification to which knowledgeable groups assign it. In other words, whether or not policymakers, civil servants, and social scientists consider teaching to be a profession.
- An occupation's "occupational status" is defined as the classification to which knowledgeable groups assign it. In other words, whether or not policymakers, civil servants, and social scientists consider teaching to be a profession.

Inclusive Education

More than 164 countries agreed to meet the goal of providing quality basic education to all children in their countries by 2015 or earlier at the World Education Forum in Dakar, Senegal, in April 2000. (UNESCO, 2000). Members from Asia and the Pacific met prior to the Senegalese meeting to agree on the issue and develop a framework for action: If everyone is given a good education, it should focus on the "whole person," including health and nutrition, cognitive and psychosocial development

as well as the ability to learn. Formal and non-formal education approaches and programmes must be integrated into a basic education system that can respond to the diverse learning styles and needs of children, adolescents, and adults. A serious commitment must be made to include those who have been left out of the process. It... Children who are not in school need to be identified more clearly and the government and non-governmental organisations [NGOs] need to promote innovative approaches to meet their educational needs. UNESCO (2000, p. 58) stated that The Dakar Declaration also emphasised the importance of providing equal access to education for all children with disabilities as an integral part of the educational system. It stated that the learning needs of children with disabilities require special attention. However, 95 percent of children with disabilities in developing countries do not attend school (Richler, 2004). It will be difficult to achieve this goal in developing countries. Children in rural areas lack access to special needs schools because most of them are located in developing countries' urban centres. Despite the fact that these children's homes are closer to the community schools, most teachers are not trained to deal with the special needs of children with special needs. Teachers who are trained in teaching children with disabilities will be better equipped to meet the goals of the declaration.

Family Support

When it comes to supporting their children's cognitive and psychosocial development, parents may not always have the necessary resources. For example, the ability of children to learn in school is greatly influenced by the educational level of their parents. The odds of low test scores or grade repetition for children with parents who only completed primary school were more than three times higher than the odds for children with parents who completed at least some secondary school (Willms, 2000). Parental education affects not only the quality of parent-child learning interactions, but also the amount of money parents make and the amount of help they need around the house or in the field, which is often at the expense of the education of their children (Carron & Chau, 1996). As a result, parents who lack formal education may be unable to support their children's education or participate in school-related activities.

Students Interest

It's a well-known fact that a person's ability to learn and succeed is influenced by their level of interest. When it comes to learning and performance, the more interested someone is in the subject, the more capable they are of doing so (Hidi, 1990). The effects of personal and situational interest on attention, recall, task persistence and effort have been well documented in research (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990; Hidi & Renninger, 2006). Individual interest was found to be associated with academic and laboratory performance in a meta-analysis of over 150 studies by Schiefele, Krapp, and Winteler (1992), who examined the connection between interest and performance (rs = 0.31 and 0.27, respectively). Interest appears to be an important factor in both academic achievement and learning. As long as you're interested, it doesn't matter how important it is in terms of performance or achievement. A college education is certainly designed to help students discover their true passions and chart a course for the rest of their lives. In terms of adaptability and happiness, interest can be seen as a necessary ingredient. It's a blunder to think of interest as merely a motivating factor. Researchers in the fields of positive and health psychology have discovered that

a person's level of happiness and contentment with their life are critical components of their overall health (Lucas, 2007; Sheldon & Lyubomirsky, 2007). When we aren't interested in the things that interest us, it can lead to a general feeling of unease and dissatisfaction (Sheldon & Elliot, 1999). When it comes to academics, sports, or any other endeavour in which one participates, we believe that interest is a critical component of success (Harackiewicz, Durik, & Barron, 2005; Hidi & Harackiewicz, 2000; Maehr, 1989; Nicholls, 1979).

Activity based Learning

Training for teachers should help them learn new teaching methods and skills that are based on the most recent research on how children actually learn. Students should be the focus of both the curriculum and the teaching methods. As a result, teaching is no longer simply a means of imparting knowledge to students, as it was once thought to be. So as a result of this, instruction should help students build on their prior knowledge in order to develop their beliefs and cognitive skills while also expanding their knowledge. Many classrooms around the world continue to use traditional, teacher-centered, and even authoritarian methods of instruction (Carron & Chau, 1996). About half of Ethiopian teachers said they did this at least once a week when asked how often they do this and how much emphasis they place on student learning. The majority of teachers, on the other hand, admit that they never or only rarely inquire about their students' personal goals and interests while they are in the classroom (Verwimp, 1999). It is possible for students to better understand the importance of student-centered education through programmes like Bangladesh's Multiple Ways of Teaching and Learning. Brain and multiple intelligences theory are being integrated into teachers' abilities as part of the project, which began in 1994, to better understand children's needs (Ellison & Rothenberger, 1999). It is imperative that new and challenging teaching paradigms encourage students to actively participate in their own learning, rather than relying solely on memorization. Both psychosocial and interpersonal skills and teaching and learning processes are referred to as "life skills" by UNICEF, but they are used in different ways. There are two ways to think about life skills: as essential content (see Section III of this paper) and as educational processes (see Section IV). Teaching students life skills requires the use of methods that are both engaging and student-centered. Because skills are inherently active, it is unlikely that a person will become proficient without regular practise.

Professional Learning for Teachers

Teachers who excel at their jobs do so because they are well-versed in both the material they teach and the teaching methods they employ (Darling-Hammond, 1997). Even in the poorest countries, teachers' preparation for the classroom varies widely. For example, in Cape Verde, Togo, and Uganda, 35 to 50 percent of students are taught by teachers who have never been trained in the art and science of teaching. In countries like Benin, Bhutan, Equatorial Guinea, Madagascar, and Nepal, over 90% of students have teachers who have received teacher training. In contrast to other countries, Cape Verde and Tanzania's students have teachers with only primary education, whereas the vast majority of educators in these other countries have at least some secondary education (Postlewaithe, 1998). Teacher shortages have been found to be prevalent across a wide range of countries in which studies have been conducted, including China; Guinea; Indian; Mexican; as well as Guinea and

Guinea-Bissau (Carron & Chau, 1996). Because teachers' command of the subject matter and their ability to use that knowledge to help students learn is a major factor in student achievement, especially beyond basic skills, this has a negative impact on educational quality On-site visits by trainers following two weeks of orientation and weekly trainings in Madrasa Resource Centers were found to be extremely beneficial to teachers in the East African pre-school programme, according to evaluators. Brown (1999) and Sumra (1999) (2000).

Teacher Competence and School Efficiency

It doesn't matter if a teacher uses traditional or modern teaching methods when it comes to student learning. The presence of teachers in the classroom is critical as a starting point. Because of transportation and housing issues, many teachers are unable to arrive at school on time or remain until the end of the school day. As a result, many teachers are forced to work additional jobs, which reduces the amount of time and energy they have available to devote to their students. In some cases, teachers may not be present in the classroom at all. 45 percent of teachers reported being absent at some point during the previous month, requiring other teachers to cover for them or leaving students without instruction for the entire day (Carron & Chau, 1996). Instead of attending to non-instructional matters, teachers who are present engage students in instructional activities (Fuller, 1999). Studies from all over the world have shown how critical it is to give students ample time and opportunity to learn. Student persistence and academic success are more likely to be enhanced if they are able to manage their schoolwork and family obligations in conjunction with their school schedules. Early start and end times and harvest breaks improved the quality of education in Ethiopia. It is possible to improve the quality of education and teaching in schools where teachers and students are able (and willing) to use their time more effectively (Verwimp, 1999).

Administrative Support and Leadership

One more important factor in school operations is the quality of administrative support and leadership. Macroeconomically, it is critical to ensure adequate funding for education, particularly in the form of recurring expenditures. Teachers rely on governments that support education systems to help students succeed. Support for teaching and learning can come in various forms, including advocating for better conditions and professional development; respecting teachers' autonomy and professionalism; developing inclusive decision-making processes. Students' academic performance has been shown to improve when they receive such encouragement. Teachers in Malawi, for example, were regularly evaluated by school supervisors, resulting in professional development and improved teaching practises (Miske, Dowd et al., 1998). Many head teachers and administrators in developing countries lack formal training in school leadership, and promotions may not be based on leadership or management skills. In addition, many school heads still have significant responsibilities in the classroom. This means that little time is available for the supervision and support of employees (Carron & Chau, 1996). A SIDA-sponsored study in Sri Lanka's poorest districts shows that school management training programmes, despite their practical limitations, can have an impact on the quality of education (Perera, 1997).

Fairness in Assessment

The faculty often overlooks or simplifies the issue of fairness from the perspective of a student. Rather than just the possibility of cheating, students use the concept of fairness to express their perceptions of an assessment mechanism, and it ties in closely with our notions of validity.. As an indicator of academic progress, students frequently expressed dissatisfaction with traditional assessment methods. One of the most widely held misconceptions among academics is that term evaluations, especially those that occur all in one day, are merely random events that have little bearing on students' actual progress. Writing essays or taking exams and getting good grades while skipping over large chunks of course material was a common complaint among students. Many students said they felt helpless when it came to self-evaluation. An evaluation without any input from the participants was used instead of a more personalised process. There were a few students who thought their grades were based solely on the quality of their professor's notes and handouts. Concerns about 'unfairness' by students included questions about whether or not you had more experience with a particular assessment method than your colleagues (Sambell, McDowell & Brown, 1997). Many students believed that long-term effort and dedication were more important than a last-minute burst of motivation or pure chance when it came to alternative assessment. While evaluating whether or not a given assessment method rewards the time and effort students have put into meaningful learning, students often use the concept of fairness. Alternative assessment was seen as a way to reward students who consistently put forth the effort to learn rather than penalising those who cram or attempt to study in a last-minute fashion. First and foremost, the use of alternative assessments has greatly improved the quality of feedback students can expect to receive and the ability to effectively communicate staff expectations. Openness and clarity were viewed by many as essential to a fair and accurate evaluation system. Students enjoyed the activity, but some questioned the validity of their own and their classmates' evaluations (Sambell, McDowell & Brown, 1997).

It can be concluded that students' perceptions of poor learning, lack of control, arbitrary and irrelevant tasks in relation to traditional assessment contrasted sharply with perceptions of high quality learning, active student participation, feedback opportunities and meaningful tasks in relation to alternative assessment (Sambell, McDowell & Brown, 1997).

Statement of the Problem

The goal of education is to impart knowledge, change attitudes, and cultivate skills in the general population. To accomplish this, education must be improved. It was the goal of this paper to find out what factors in the Pakistani district of Swabi are helping to raise the standard of secondary-level education.

Objectives of the Study

Objectives of the study were
1. To identify the factors enhancing the quality of education at secondary school level in Swabi.
2. To describe the opinion of principals regarding the factors enhancing quality of education at secondary school level.

3. To know the views of teachers regarding the factors enhancing quality of education at secondary school level.

Research Questions

1. What are the factors that enhance the quality of education at secondary school level in district Swabi?
2. What are the opinions of principals regarding the factors enhancing the quality of education?
3. What are the views of teachers regarding the factors enhancing the quality of education at secondary school level in district Swabi.

Significance of the Study

Educated people are able to unlock their full potential and use it for the benefit of the country's economic progress. An education system's effectiveness is directly related to the development of a nation. This study aims to identify the factors that are essential for improving secondary education's quality because the quality of the teaching-learning process is directly related to the quality of education. It serves as a light in the darkest ages of education and contributes to the improvement of educational quality. There are many stakeholders in the teaching and learning process who will benefit from this study.

Delimitation of the Study

Due to certain constraints the study was delimited to the public sector secondary schools of district Swabi. It was further delimited to the principals and teachers of Government High School of district Swabi.

Research Methodology

Population

All the principals of and 1450 teachers of eighty-two Government High Schools of district Swabi constituted the population of the study (EMIS, 2017)

Sample

Out of the total population 68 principals and 304 teachers randomly selected (Rao soft sample calculator).

Research Instrument

Two closed end questionnaires containing 26 items each were developed on Likert scale in relation to the objectives.

Data Analysis

Percentage was used as statistical tool to analyze the collected data.

Analysis of Data

Table 1. Analysis of the opinion of Principals

S. No	Statements	SA		A		N		DA		SDA	
	Factors enhancing quality of Education	f	%	f	%	f	%	f	%	F	%
1	Dynamic Curriculum plays a vital role in enhancing quality of education.	38	55.9	14	20.6	2	3	10	15	8	11.8
2	Curriculum evaluation helps in enhancing quality of education.	30	44.1	25	36.8	5	7.4	7	10	1	1.47
3	Well-structured building for school is necessary for enhancing quality of education.	42	61.8	26	41.2	0	0	0	0	0	0
4	Better environment of school surrounding also affect quality of education positively.	26	38.2	40	58.8	0	0	2	2.9	0	0
5	Classroom space and seating arrangement is most important for enhancing quality of education.	53	77.9	15	22.1	0	0	0	0	0	0
6	Conducive learning environment inside classroom serve as a backbone in enhancing quality of education.	48	70.6	18	26.5	2	2.9	0	0	0	0
7	Giving respect to the prophetic profession is the main factor to enhance quality of education.	50	73.5	18	26.5	0	0	0	0	0	0
8	Recognition of teacher's status in society is utmost necessary for uplifting the quality of education.	62	91.2	6	8.82	0	0	0	0	0	0
9	Inclusive education may work for promoting quality education.	20	29.4	38	55.9	5	7.4	5	7.4	0	0
10	Respect to students interest providing bases for enhancing the quality of education.	30	44.1	32	47.1	0	0	6	8.8	0	0
11	Learning by doing is the only way to clear the concept of students which lead to enhance the quality of education.	40	58.8	23	33.8	0	0	3	4.4	2	2.94

S. No	Statements	SA		A		N		DA		SDA	
12	Elimination of rote memorization also helps to promote quality education.	64	94.1	4	5.88	0	0	0	0	0	0
13	Discouraging the race of marks will make the way for enhancing the quality of education.	68	100	0	0	0	0	0	0	0	0
14	Research oriented teaching is the sole solution for enhancing quality of education.	60	88.2	7	10.3	1	1.5	0	0	0	0
15	Concept clarification is a much needed factor for to enhance quality of education.	51	75	17	25	0	0	0	0	0	0
16	Making thinking visible also serve best to promote quality of education.	40	58.8	26	38.2	2	2.9	0	0	0	0
17	Role of DEO is essential for the promotion of quality of education.	30	44.1	20	29.4	10	15	8	12	0	0
18	Coordination between parents, teachers and education officers also affect quality of education positively.	66	97.1	2	2.94	0	0	0	0	0	0
19	Subject command is pivotal to enhance quality of education.	45	66.2	20	29.4	0	0	3	4.4	0	0
20	Teachers' dedication is the desired need for enhancing the quality of education.	60	88.2	8	11.8	0	0	0	0	0	0
21	Following merit in teacher appointment is the most important factor for enhancing quality of education	68	100	0	0	0	0	0	0	0	0
22	Freedom from the clutches of political interference is a way to promote quality of education.	68	100	0	0	0	0	0	0	0	0
23	Observance of discipline and rules regulation also helps to enhance quality of education.	40	58.8	12	17.6	0	0	12	18	4	5.88
24	Fairness and regularity in assessment also affect quality of education	68	100	0	0	0	0	0	0	0	0
25	Incentive for teachers motivation	40	58.8	23	33.8	5	7.4	0	0	0	0

S. No	Statements	SA		A		N		DA		SDA	
26	Rewards for students motivation	65	95.6	3		0	0	0	0	0	0

Table 2. Analysis of the Views of Teachers

S. No	Statements	SA		A		N		DA		SDA	
	Factors enhancing quality of Education	F	%	f	%	f	%	f	%	F	%
1	Dynamic Curriculum plays a vital role in enhancing quality of education.	210	69.1	92	30.3	2	0.7	0	0	0	0
2	Curriculum evaluation helps in enhancing quality of education.	146	48	150	49.3	4	1.3	4	1.3	0	0
3	Well-structured building for school is necessary for enhancing quality of education.	252	82.9	50	16.4	2	0.7	0	0	0	0
4	Better environment of school surrounding also affect quality of education positively.	300	98.7	4	1.32	0	0	0	0	0	0
5	Classroom space and seating arrangement is most important for enhancing quality of education.	296	97.4	8	2.63	0	0	0	0	0	0
6	Conducive learning environment inside classroom serve as a backbone in enhancing quality of education.	302	99.3	2	0.66	0	0	0	0	0	0
7	Giving respect to the prophetic profession is the main factor to enhance quality of education.	304	100	0	0	0	0	0	0	0	0
8	Recognition of teacher's status in society is utmost necessary for uplifting the quality of education.	304	100	0	0	0	0	0	0	0	0
9	Inclusive education may work for promoting quality education.	304	100	0	0	0	0	0	0	0	0
10	Respect to students interest providing bases for enhancing the quality of education.	150	49.3	140	46.1	10	3.3	3	1	1	0.3
11	Learning by doing is the only way to clear the concept of students which lead to enhance the quality of education.	300	98.7	4	1.32	0	0	0	0	0	0
12	Elimination of rote memorization also helps to promote quality education.	304	100	0	0	0	0	0	0	0	0

S. No	Statements	SA		A		N		DA		SDA	
13	Discouraging the race of marks will make the way for enhancing the quality of education.	290	95.4	14	4.61	0	0	0	0	0	0
14	Research oriented teaching is the sole solution for enhancing quality of education.	304	100	0	0	0	0	0	0	0	0
15	Concept clarification is a much needed factor for to enhance quality of education.	180	59.2	120	39.5	4	1.3	0	0	0	0
16	Making thinking visible also serve best to promote quality of education.	302	99.3	2	0.66	0	0	0	0	0	0
17	Role of DEO is essential for the promotion of quality of education.	162	53.3	128	42.1	4	1.3	10	3.3	0	0
18	Coordination between parents, teachers and education officers also affect quality of education positively.	100	32.9	204	67.1	0	0	0	0	0	0
19	Subject command is pivotal to enhance quality of education.	304	100	0	0	0	0	0	0	0	0
20	Teachers' dedication is the desired need for enhancing the quality of education.	304	100	0	0	0	0	0	0	0	0
21	Following merit in teacher appointment is the most important factor for enhancing quality of education	304	100	0	0	0	0	0	0	0	0
22	Freedom from the clutches of political interference is a way to promote quality of education.	304	100	0	0	0	0	0	0	0	0
23	Observance of discipline and rules regulation also helps to enhance quality of education.	304	100	0	0	0	0	0	0	0	0
24	Fairness and regularity in assessment also affect quality of education	100	32.9	100	32.9	50	16	30	9.9	24	7.9
25	Incentive for teachers motivation	304	100	0	0	0	0	0	0	0	0
26	Rewards for students motivation	150	49.3	154	50.7	0	0	0	0	0	0

Findings (Principals/Teachers Responses)

1. In the above table 76% principal and 99.3% teachers were of the opinion that dynamic curriculum is a most appropriate factor for enhancing quality of education.

2. Table indicates that 80.9% principals and 97.4% teachers were in favour that curriculum evaluation is a necessary factor for promoting quality education.

3. Principals and teachers having percentage of 100 each admit that well-structured building is a pivotal factor to enhance the quality of education.

4. 97% principal and 100 teachers were of the opinion that better environment outside school may also affect the quality of education positively.

5. In the above table 100% principal and teachers were agreed that classroom and seating arrangement also affect the quality of education.

6. 97% principal and 100 teachers' conducive environment for learning inside the classroom is a vital factor to enhance quality of education.

7. All the principals and teachers were in favour of the factor that respect should be given to the prophetic profession for enhancing quality of education.

8. All the respondents agreed that recognition to the teaching profession is a most suitable factor for enhancing quality of education.

9. 85% principal and 100% teachers were in favour of the inclusive education as a factor to promote quality education.

10. 91% principals and 94% teachers were agreed that students interest is most appropriate factor for enhancing quality of education.

11. 92.4 % principal and 100% teachers were in favour of learning by doing strategies for enhancing quality of education.

12. In the table 99.4% principal and 100% teachers admitted that rote memorization should be eliminated to improve the quality of education.

13. All the respondents were agreed that the race of marks should be discouraged for enhancing quality of education.

14. 98.5% principals and 100% teachers wish to adopt research oriented teaching to improve the quality of education.

15. All the respondents were agreed that concept clarification is a pivotal factor to enhance quality of education.

16. Table indicates 73% principal and 97% teachers accept that making thinking visible is a best factor for enhancing quality of education

17. All the respondents were in favour of the role of DEO for improving quality of education.

18. Majority of the respondents admitted that coordination among parents, teachers and officers is a most appropriate factor for enhancing quality of education.

19. All the respondents were agreed that professional development and subject command of teachers is a pivotal factor for enhancing quality of education.

20. All respondents were agreed to the desired factor for enhancing quality of education.

21. The table shows that all the respondents were in favour of teachers dedication, merit in appointment, freedom of political interference, observance of discipline, fairness and regularity in assessment, incentive for teacher and reward for student motivation are the desirable factors for enhancing quality of education.

Recommendations

From the above findings the researcher made some recommendation.

1. The content/curriculum plays a vital role in imparting quality education, so it may be recommended that curriculum/content must contain the subjects related to the need and interest of the students and society.

2. Teacher role is to transform attitude and cultivate skill among students, so respect may given to the prophetic profession and government may take steps for the highlighting the importance of teacher in teaching learning process, that people may join this profession not by chance but by choice.

3. Learners occupies central place in the teaching learning process. All the efforts may be made for the better future of the students. The study highlight that students interest may be placed at the top of all other things, because quality will only be enhance if students participate in teaching learning in efficient and effective way.

4. Physical facilities placed 2nd to the students interest, a conducive learning environment having all the facilities for the facilitation of teacher and students. With this quality of the education will be enhanced.

References

Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*, 545–561

Bernard, A. (1999). *The child-friendly school: a summary*. Paper written for UNICEF New York.

Brown, G., Brown, J., and Sumra, S. (1999). *The East Africa Madrasa Programme: The Madrasa resource centres and their community-based preschool programme*. Evaluation Report prepared for the Aga Khan Foundation.

Carron, G. & Chau, T.N. (1996). *The quality of primary schools in different development contexts*. Paris: UNESCO

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching. Kurtztown, Pennsylvania: National Commission on Teaching and America's Future*. http://www.tc.columbia.edu/~teachcomm.

Ellison, L., & Rothenberger, B. (1999). In Bangladesh: The multiple ways of teaching and learning. *Educational Leadership, 57*(1): 54-57. http://unesdoc.unesco.org/images/0014/001466/146694e.pdf

Fuller, B., Dellagnelo, L., et al. (1999). How to raise children's literacy? The influence of family, teacher, and classroom in Northeast Brazil. *Comparative Education Review, 43*(1), 1-35

Glatthorn, A., & Jailall, J. (2000). *Curriculum for the new millennium. In Brandt, R. (ed.), Education in a new era: ASCD Yearbook 2000*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Harackiewicz, J. M., Durik, A. M., & Barron, K. E. (2005). *Multiple goals, optimal motivation, and the development of interest. In S. M. Laham, J. P. Forgas & K. D. Williams (Eds.), Social Motivation: Conscious and Unconscious Processes (pp. 21–39)*. New York, NY, USA: Cambridge University Press.

Hidi, S. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research, 60*, 549–571

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist, 41*, 111–127.

Kraft, R. (1995). *An international curricular perspective on decentralization: An introduction to its problems, prospects and evaluation. Paper presented at Ethiopian Curriculum Policy Workshop, Addis Ababa, October 23-25, 1999*. Washington, D.C.: ABEL 2 Clearinghouse for Basic Education, Academy for Educational Development. abel@aed.org

Lucas, R. E. (2007). Personality and the pursuit of happiness. *Social and Personality Psychology Compass, 1*, 168–182.

Mullens, J., Murnane, R., & Willett, J. (1996). The contribution of training and subject matter knowledge to teaching effectiveness in Belize. *Comparative Education Review, 40*(2), 139-157

Pennycuick, D. (1993). School effectiveness in developing countries: A summary of the research evidence. Serial no. 1. London: Department for International Development Education Division.

Perera, W. (1997). *Changing schools from within: A management intervention for improving school functioning in Sri Lanka. Paris: International Institute for Educational Planning*.

Postlewaithe, N. (1998). The conditions of primary schools in least-developed countries. *International Review of Education, 44*(4): 289-317.

Richler, D. (2004). *Quality education for persons with disabilities.*

Schiefele, U., Krapp, A., & Winteler, A. (1992). *Interest as a predictor of academic achievement: A meta-analysis of research. In K. A. Renninger, S. Hidi & A. Krapp (Eds.), The Role of Interest in Learning and Development (pp.183–211).* Hillsdale, NJ: Erlbaum

Sheldon, K., & Elliot, A. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. *Journal of Personality and Social Psychology, 76*, 482–497.

UNESCO. (2000). *The Dakar framework for action—Education for all: Meeting our collective commitments.* http://unesdoc.unesco.org/images/0012/001211/121147e.pdf

UNICEF (2000). *Curriculum report card. Working Paper Series, Education Section, Programme Division.* New York, NY: Author.

Verwimp, P. (1999). Measuring the quality of education at two levels: A case study of primary schools in rural Ethiopia. *International Review of Education, 45*(2), 167-196

Willms, J. D. (2000). *Standards of care: Investments to improve children's educational outcomes in Latin America. Paper presented at the "Year 2000 Conference of Early Childhood Development" sponsored by the World Bank*, Washington, D.C., April, 2000.