

Factors Affecting Quality Education At Secondary Level: A Case Study Of Federal Directorate Of Education, Islamabad

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Abstract

Quality is one of the key areas which can ensure a fast socio-economic and cultural development. The factors of quality education include the learning environment, teacher and teaching, curriculum and assessment. All these factors intend to merge and produce quality learning and the success of an educational system is generally measured through the learning achievement of students. The study is aimed to examine the “Factors Affecting Quality Education at Secondary level: A Case Study of” Federal Directorate of Education, Islamabad”. The study was carried out at secondary level while considering school heads and teaching staff under Federal Directorate of Education (FDE). The objectives of the study were to investigate the factors affecting quality education at secondary level and to find out the affect of quality factors on the secondary education under FDE. The population and sample of the study were the secondary level heads and teachers. 5-points likert scale questionnaire was distributed with the attribution of learning environment, teacher and teaching, curriculum and assessment. These factors were further distributed in ten sub-factors. From the result of the study, it was found that the learning environment need to improve, curriculum require revision, continuous professional development of teachers as well as trained staff is required for the assessment and evaluation purpose. It was also concluded that learning environment need to be improved, subject mastery need to be developed in the teaching staff, cultural values and mapping of the curriculum with the society is also required.

Keywords: Quality Factors, Teachers, Curriculum, Evaluation, Secondary Education, Learning Environment.

Introduction

Education is universally recognized to be the prime key to moral, cultural, political and socio-economic development of a nation. The Nations taking initiatives in this regard have made revolutionary reforms and have performed miracles during the last three decades. There is a need to taking a realistic and pragmatic view of

education. Quality education is one of the main key areas which can ensure a fast socio-economic and cultural development.

Quality education can be defined as education that is meaningful, relevant and responsive to the needs of individuals and the society as a whole. According to the “Education for All (EFA) Global Monitoring Report 2005, two principles

characterizes how quality education is defined: the first identifies learners' cognitive development as the major explicit objective of all education systems; the second emphasizes role of education in promoting the values and attitudes of responsible citizenship. These principles constitute the basis for all societies to articulate their vision of development as a part of the global community. A translation of such vision into reality then entails that the education sector related goals maintain a key focus on ensuring the delivery of quality education that is geared towards providing children and young people the relevant content matter and facilitation in learning under an enabling environment.

Federal Directorate of Education (FDE), was established as an attached Department of Ministry of Education in 1967 for providing educational facilities in Islamabad Capital Territory (ICT). Later on, in the wake of 18th amendment of the Constitutions of Islamic Republic of Pakistan, FDE was initially placed under Capital Administration and Development Division (now abolished) and now working under the administrative control of Ministry of Federal Education and Professional Training (MoFE&PT).

Pursuant to Article 25-A of the Constitution of Islamic Republic of Pakistan, Education is fundamental right of every child. In addition, Goal 4 of Sustainable Development Goals (SDGs) 2015-2030 aims to “ensure inclusive and equitable quality education and promote lifelong learning”. Accordingly, FDE strives to make ICT an Educational City with optimal literacy and Educational levels through:

- Providing Quality Education to Children.
- Increasing Access to Education for all
- Increasing School/Colleges Enrollment Rates.
- Enhancing Capacity of Teachers through Teacher Trainings.

Secondary Education

According to the Dakar Framework for Action 2000, Quality is ‘at the heart of education’, and is a fundamental determinant of enrolment, retention and achievement.’ Quality education plays a role in development of a nation due to emergence of global competition in education and technology in the 21st century (Awan &Zia, 2016). In Pakistan there are two types of secondary schools which are known as Matriculation that are classes 9th and 10th and second type is Intermediate schools which are classes 11th and 12th respectively. The current study focuses on the secondary education, while taking the population of the federal directorate of education at secondary level in Islamabad.

Secondary Education is a bridge leads students towards higher education. Secondary education refers to education of common curriculum, imparting a general education in languages (English and Urdu), Pakistan Studies, Islamiyat and one of the following groups: Science, "General" or Vocational. The Science group includes Mathematics, Physics, Chemistry and Biology; the "General" group includes Mathematics or Household Accounts or Home Economics, General Science and two general education courses out of some other options. The Secondary School Certificate Examination (SSC) taken as SSC –I and SSC-II exam on annul basis which is taken by the Federal Board of Intermediate and Secondary Education (FBISE).

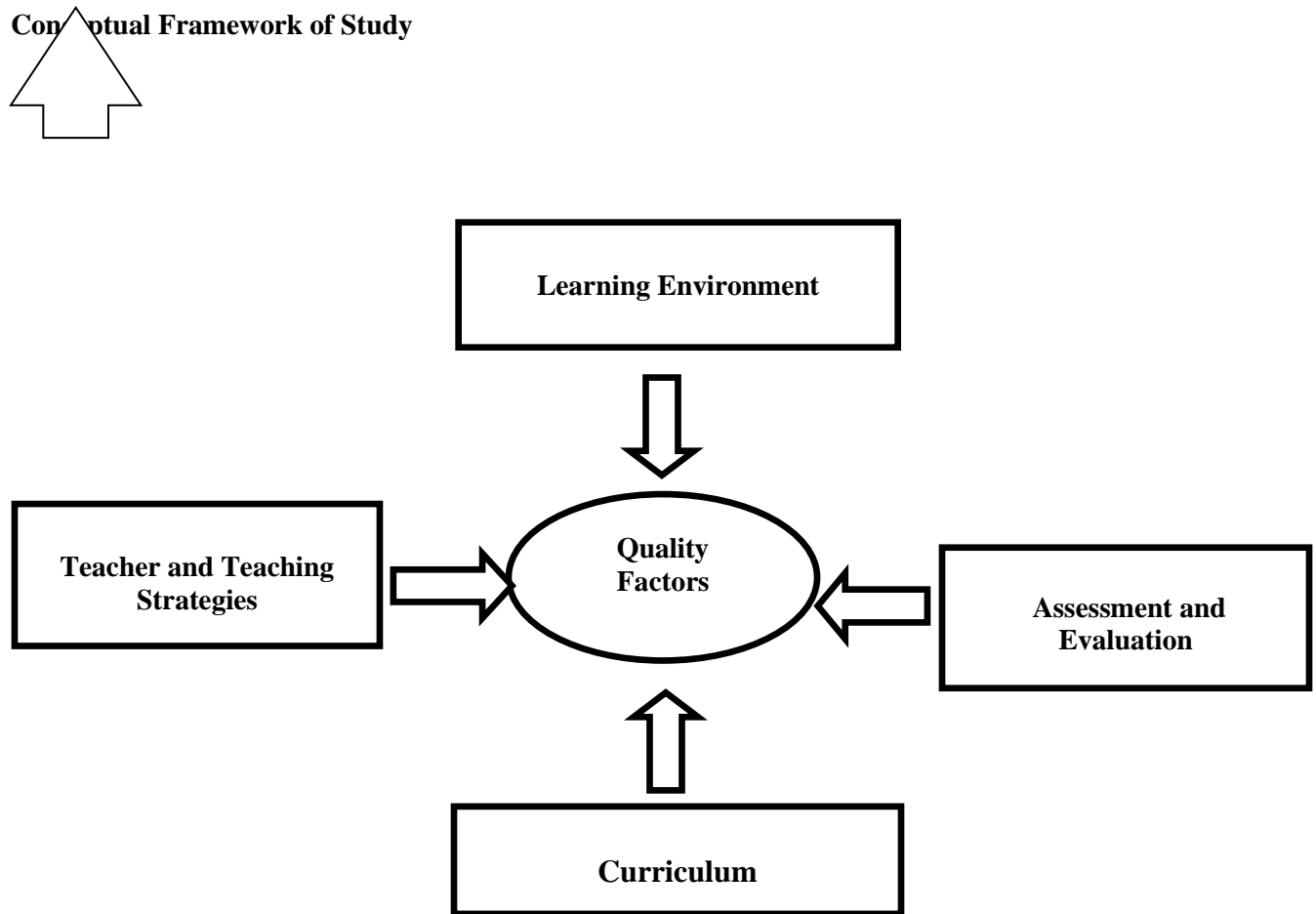
Quality of secondary education is very much significant, that help the individuals to lead toward the practical life. So, it is very important and much concern to produce the quality education. It is hard to define quality of education accurately mainly because of the multifaceted nature of teaching-learning process and huge number of stakeholders mixed up in schooling (Mirza, 2003). There are various factors of quality of education, those help to identify the quality of

education, at all level of education from primary to higher education. Cheng and Cheung, (1997) define quality of education as a set of elements containing input, process and output of education system. According to Santos, (2007) a traditional school quality model is characterized by test scores and various inputs. Another significant

model of quality of education has been given by UNICEF, (2000) which comprises five dimensions i.e. quality learners, quality learning environments, quality content, quality processes, and quality outcomes. Chaudhry and Niazi (2017) categorized quality of education in four factors which is described as under;

Learning Environment	Curriculum	Teacher and Teaching Strategies	Assessment and Evaluation
<ul style="list-style-type: none"> ▪ Teaching Kits ▪ Water facility ▪ Boundary wall ▪ Toilet facility ▪ Furniture ▪ Building ▪ Classrooms ▪ Class room facility ▪ Play ground ▪ Separate staff room 	<ul style="list-style-type: none"> ▪ Learner need ▪ Matching with society ▪ Adequate material ▪ Interesting curriculum ▪ Well managed ▪ Sufficient books ▪ Supplementary materials ▪ Content as per leaner needs ▪ Content reflects cultural values ▪ Regular revision. 	<ul style="list-style-type: none"> ▪ Activity based ▪ A.V aids ▪ Well trained ▪ Prepared plan ▪ Refresher course ▪ Subject mastery ▪ In-service training ▪ Discussion ▪ Mother tongue in class ▪ Professionalism in Teacher 	<ul style="list-style-type: none"> ▪ Annual Evaluation ▪ Assessment procedure ▪ Regular assess ▪ Monthly test ▪ Transparent ▪ Verbal quiz ▪ Measurement level of skills ▪ Daily assessment ▪ Habit of test

Conceptual Framework of Study



factors

Figure-1: conceptual framework of factors affecting the quality of education

institutions under Federal Directorate of Education.

Objectives of the Study

The study addressed the following objectives:

- i. To investigate the factors of quality education at secondary level in the educational institutions.
- ii. To find out the effect of quality factors on the secondary level Educational

Significance of the Study

This study will help the stakeholders to take decision in the field of education with reference to quality education. The study is beneficial for the educational Managers, administrators and policy makers as to take further steps to ensure quality of education at secondary level. Furthermore, this study is useful for the researchers in understanding the factors affecting quality education of secondary level.

Research Methodology

This study is descriptive in nature and to conduct the study the survey method was used. The said study was designed to investigate the factors affecting the quality of education at secondary educational institutions under Federal Directorate of Education. The educational institutions under FDE offering the secondary education were included in the said study. Since the study was descriptive, so the stratified random sampling technique was adopted for the selection of the data. The survey method was used for the collection of the data. Questionnaire was used for the collection of the data from the heads and teachers.

Population of the Study

Population of the study consists of heads and teachers working under Federal Directorate of Education, Islamabad. The detail of the

population taking for the study were:

- i. Heads (Male and Female) of the Educational Institutions at secondary level working under Federal Directorate of Education.
- ii. Teaching staff (Male and Female) working in secondary level Educational Institutions under Federal Directorate of Education

Sample of the Study

This study was conducted on the basis of stratified random sampling technique. All the educational institutions, offering education at secondary level under FDE, were included in the study. The details of the sampling of the study were as under:

Teacher Category	School Category	Population	Sample	Total Sample
Head Teachers	Boys	78	60	120
	Girls	85	60	
Teachers	Boys	1136	200	400
	Girls	1404	200	
Total		2703	520	520

Results of the study

The questionnaires were distributed to 520 respondents, but few questionnaires were

returned incomplete. For analysis of the data, all the responses were tabulated concerning their groups and categories. Analysis of each attribute of the quality is as:

Factor 1: Learning Environment

n= 520

S#	Sub Parameters	f	SA	A	UD	DS	SDA	χ^2	P
i.	Teaching Kit	o	269	102	14	6	1	660.175	0.00*
		e	104	104	104	104	104		
ii.	Clean Drinking water facility	o	301	50	10	4	1	609.47	0.00*
		e	104	104	104	104	104		
iii.	Protected boundary wall	o	295	72	5	3	0	803.7	0.00*
		e	104	104	104	104	104		
iv.	Toilet facility	o	304	59	2	1	8	506.355	0.00*

		e	104	104	104	104	104		
v.	Furniture for staff room and Labs	o	215	62	30	52	2	440.325	0.00*
		e	104	104	104	104	104		
vi.	Extensive building of School	o	301	66	10	4	1	611.94	0.00*
		e	104	104	104	104	104		
vii.	Class rooms	o	246	69	38	24	0	514.82	0.00*
		e	104	104	104	104	104		
viii.	Classroom Facility	o	273	70	16	10	1	716.825	0.00*
		e	104	104	104	104	104		
ix.	Playground facility	o	172	106	84	23	5	171.125	0.00*
		e	104	104	104	104	104		
x.	Independent staffroom	o	138	32	77	65	68	59.325	0.00*
		e	104	104	104	104	104		

Table 1: Learning EnvironmentSignificance level: * $P \leq 0.05$

o=Observed frequency

e=Expected frequency

Table 1 shows the result of sub-factors of the learning environment which include teaching kits, water facility, boundary wall of the school, toilet facility, furniture for the class room and

teaching staff as well, school building, playground and independent staff room. It is evident that 67% strongly agreed with the existence of learning environment in the secondary institutions under FDE whereas 18% were agreed however 7% respondents could not decide. On the other hand, 7% respondent were either strongly disagree or disagree with the opinion. (Table 1)

Factor 2: Curriculum**n=520**

S#	Curriculum attributes	F	SA	A	UD	DS	SDA	χ^2	P
i.	As per learner's need.	o	163	102	82	23	10	162.075	0.00*
		e	104	104	104	104	104		
ii.	As per society need.	o	152	116	66	33	3	147.925	0.00*
		e	104	104	104	104	104		
iii.	Teaching material is adequate and attractive.	o	148	84	102	35	10	132.425	0.00*
		e	104	104	104	104	104		
iv.	Comprehensive and interesting.	o	132	13	85	36	24	116.875	0.00*
		e	104	104	104	104	104		
v.	Well managed and Planned.	o	142	85	104	38	9	104.375	0.00*
		e	104	104	104	104	104		
vi.	Books quantity is sufficient.	o	139	65	55	64	47	40.2	0.00*
		e	104	104	104	104	104		
	Supplementary	o	119	67	53	58	43		0.00*

vii.	materials with text books are available.	e	104	104	104	104	104	39.15	
viii.	Course content is well designed.	o	139	103	71	49	16	124.8	0.00*
		e	104	104	104	104	104		
ix.	Cultural values are added in the curriculum	o	167	102	82	21	8	183.525	0.00*
		e	104	104	104	104	104		
x.	It is regularly revised	o	202	80	57	18	10	325.675	0.00*
		e	104	104	104	104	104		

Table 2: CurriculumSignificance level: * $P \leq 0.05$

o=Observed frequency

e=Expected frequency

shows that 42% strongly agreed whereas 23% were agreed however 21% respondents could not decide. On the other hand, 14% respondent were either strongly disagree or disagree with the opinion. (Table 2)

Table 2 depicts the responses for another factor of quality education i.e. Curriculum. Result

Factor 3: Teacher and Teaching Strategies**n=520**

S#	Attributes of Teachers and teaching strategies	f	SA	A	UD	DS	SDA	χ^2	P
I	Activity based method is followed as teaching strategies.	o	140	103	63	55	8	153.3	0.00*
		e	104	104	104	104	104		
ii.	Supporting aids is also used.	o	167	112	35	1	5	304.8	0.00*
		e	104	104	104	104	104		
iii.	Teachers are trained for using aids.	o	156	66	105	17	5	217.25	0.00
		e	104	104	104	104	104		
iv.	Teacher is master of subject matter.	o	260	87	30	2	1	600.17	0.00*
		e	104	104	104	104	104		
v.	Lesson is prepared daily.	o	144	119	95	37	2	182.2	0.00*
		e	104	104	104	104	104		
vi.	Refresher courses are conducted regular basis.	o	268	75	25	1	1	704.95	0.00*
		e	104	104	104	104	104		
vii.	Teacher has command on their subjects.	o	278	84	16	2	2	510.4	0.00*
		e	104	104	104	104	104		
viii.	Capacity Building is conducted on regular basis.	o	260	82	21	5	1	619.52	0.00*
		e	104	104	104	104	104		
ix.	Discussion in the class is	o	117	74	82	63	24	142.42	0.00*

	encouraged.	e	104	104	104	104	104		
x.	Mother tongue is also used in the class.	o	215	83	46	1	5	419.45	0.00*
		e	104	104	104	104	104		

Table 3: Teacher and Teaching Strategies

Significance level: *P≤0.05

o=Observed frequency

e=Expected frequency

however 14% respondents could not decide. On the other hand, 6% respondent were either strongly disagree or disagree with the opinion. (Table 3)

Table 3 reflects the result and evident that that 55% strongly agreed whereas 24% were agreed

Factor 4: Assessment and Evaluation

S#	Attributes of Assessment Evaluation	F	SA	A	UD	DS	SDA	x ²	P
i.	Quarterly evaluation System is used.	o	306	70	3	10	1	701.86	0.00*
		e	104	104	104	104	104		
ii.	Teachers use assessment to check learning outcomes.	o	302	73	4	11	1	602.5	0.00*
		e	104	104	104	104	104		
iii.	Performance is assessed regularly.	o	266	88	12	3	1	578.25	0.00*
		e	104	104	104	104	104		
iv.	Monthly written tests are taken to assess the skills.	o	263	83	17	6	1	619.3	0.00*
		e	104	104	104	104	104		
v.	Evaluation system is transparent.	o	132	59	138	24	27	101.67	0.00*
		e	104	104	104	104	104		
vi.	Verbal assessment system is also used.	o	262	88	37	2	2	604.02	0.00*
		e	104	104	104	104	104		
vii.	Written Quiz for Assessment purpose is prepared.	o	250	103	15	10	2	409.98	0.00*
		e	104	104	104	104	104		
viii.	Evaluations and assessments are used to measure the level of achievement.	o	217	89	13	2	3	650.9	0.00*
		e	104	104	104	104	104		
ix.	Assessment is done on regular basis.	o	210	125	37	4	4	410.75	0.00*
		e	104	104	104	104	104		
x.	Habit of the study is promoted due to assessment	o	188	106	49	3	4	324.32	0.00*
		e	104	104	104	104	104		

Table 4: Assessment and Evaluation

Significance level: *P≤0.05

o=Observed frequency

e=Expected frequency

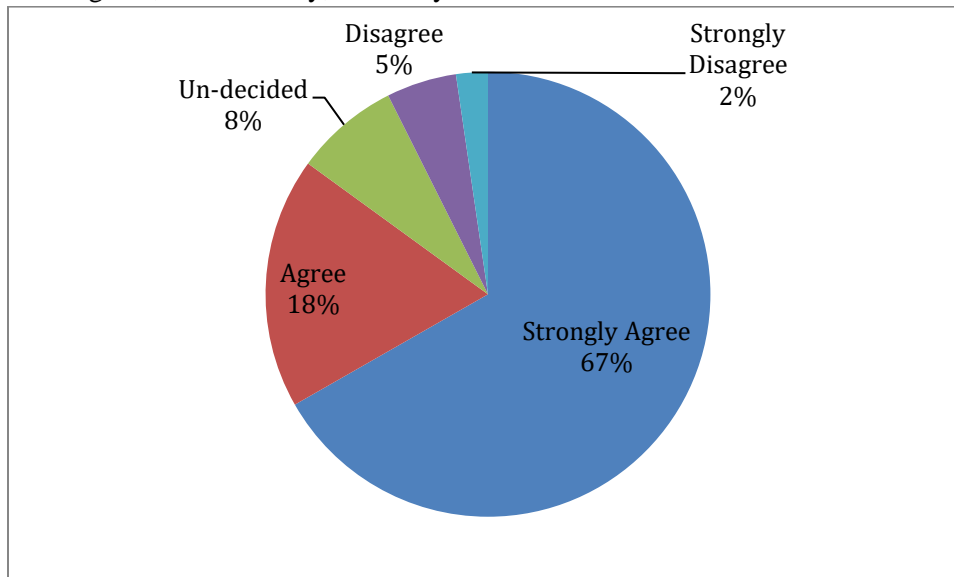
Table 4 depicts the responses on another factor of quality education i.e. Assessment and Evaluation. Result shows that 65% strongly agreed whereas

24% were agreed however 9% respondents could not decide. On the other hand, 3% respondent were either strongly disagree or disagree with the opinion. (Table 4)

Findings of the Study

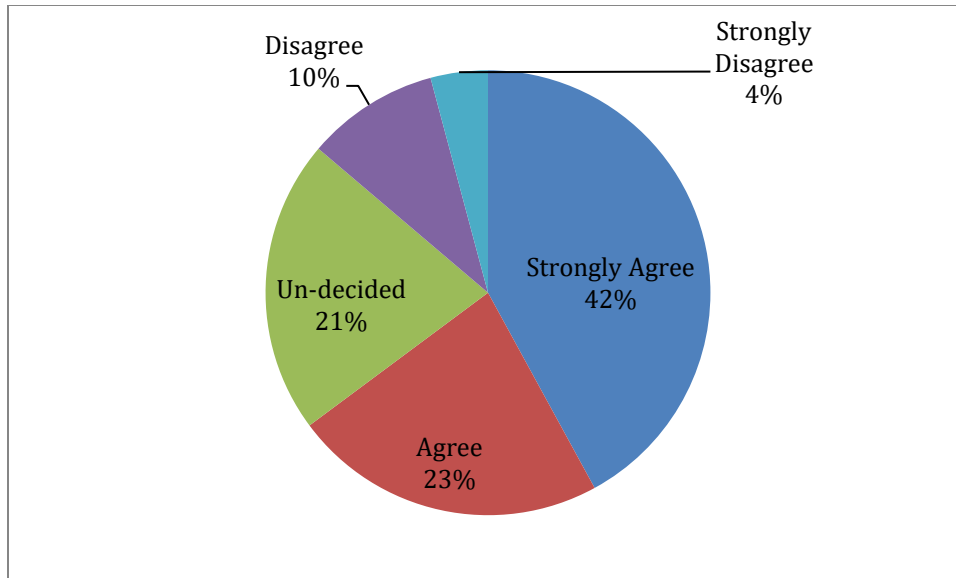
Result of Table 1 indicates that conducive learning environment exist in secondary educational institutions under FDE. The sub-factors of the learning environment were included teaching kits, water facility, boundary wall of the

school, toilet facility, furniture for the class room and teaching staff as well, school building, playground and independent staff room. From the result of table 1, it is evident that adequate facilities are available in all the educational institutions. 67% strongly agreed with the existence of learning environment in the secondary institutions under FDE whereas 18% were agreed. On the other hand, 7% respondent were either strongly disagree or disagree with the opinion. (Table 1)



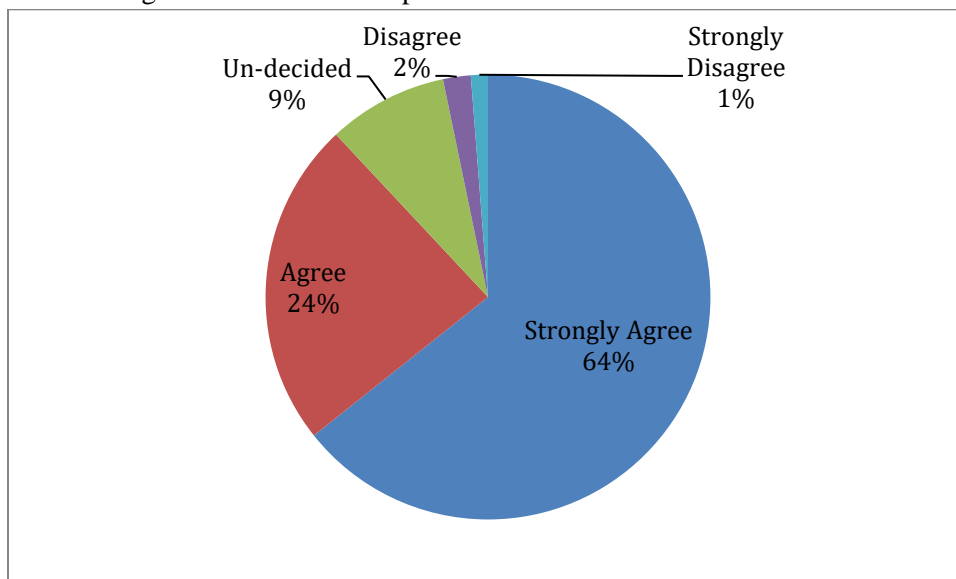
Participants of the study were also significantly supported these all the sub domains of the factor. Table no-2, was regarding the curriculum, and all the sub-factors of curriculum. The result shows that 42% strongly agreed whereas 23% were agreed however 21% respondents could not decide. On the other hand, 14% respondent were either strongly disagree or disagree with the opinion. It is quite transpired that all the sub-factors of the curriculum are supported by the

participants. It was also pointed out that, there is a dire need to be focused on the tenure basis revision of the curriculum. Moreover, it was also found that, the cultural values and market-oriented curriculum need to be added at secondary level. Student learning outcomes should be given importance so that students can apply knowledge in their daily life and rote memorization be discouraged.



The data of table 3 reflects the existence of qualified teacher and teaching strategies at secondary level educational institutions under FDE. This also supported by the literature that the teaching and teaching strategies is one of the key factors which affect the quality of education. Result shows that 64% strongly agreed whereas 24% were agreed however 9% respondents could

not decide. On the other hand, 3% respondent were either strongly disagree or disagree with the opinion. (Table 3). The result reflects that the refresher courses are basic need to up keep that teacher and equip them with emerging trends in teaching learning process in order to ensure quality education.

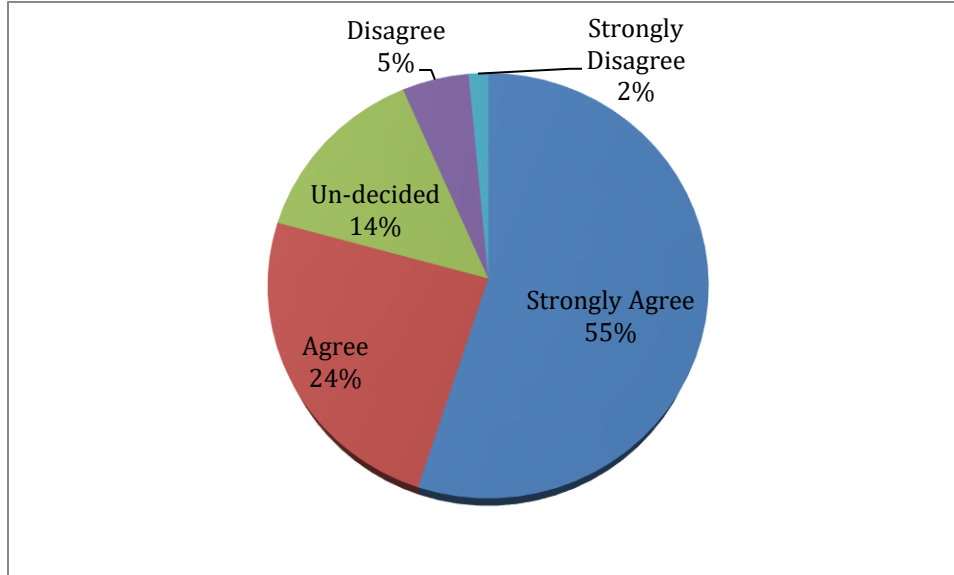


Results of Table No 4 indicate another important factor of the quality education i.e. Assessment and Evaluation. Table 4 depicts the responses on another factor of quality education i.e.

Assessment and Evaluation. Result shows that 55% strongly agreed whereas 24% were agreed however 14% respondents could not decide. On the other hand, 7% respondent were either strongly disagree or disagree with the opinion.

(Table 4). The result pointed out that assessment and evaluation is also significantly supported by all the participants as factors of the quality education. Moreover, it was also found that the continually and transparent evaluation is a key

phenomenon of quality education. However, the evaluations are needed to be linked with the learning outcomes of the content in order to discourage rote memorization.



The results of the study show that all four factors (learning Environment, Teacher and Teaching Strategies, Curriculum and Assessment and evaluation) of the quality education are either available or in practice by the heads and teachers of secondary educational institutions under FDE. Although curriculum is same in all the educational institutions, but the rest of the factors i.e. infrastructure, teacher and teaching strategies and assessment is significantly different in the male and female institutions. This ultimately affected the quality education in educational institutions under FDE. The result shows that all factors are significantly important at secondary level to ensure quality education.

Conclusions and Implications

It was concluded that the learning environment of the educational institutions matters a lot in providing quality education. If there is an inadequate resource then teaching learning process may hamper and learning outcomes may not be achieved. Therefore, proper infrastructure

including classroom size, seating arrangement for students is important for quality education. Furthermore, the capacity building of the teachers needs to be focused and for professionally development, refresher courses need to be designed in order to equip them with emerging trends and ensure quality education. Furthermore, Curriculum also needs to be updated/revised to meet the national/international standards. Moreover, cultural and social values need to be incorporated in the curriculum. Whereas, assessment is an integral part of teaching and learning, there assessment and evaluation can play an important role in quality education. Therefore, there is need to develop and implement strategies which will helpful to determine and judging the outcomes of all educational process, and the learning outcomes of all the content which is taught to students at secondary level.

Suggestions for further study

The deficiency pointed out in the study will help to fill the gap in education in connection with quality education. The aim of this study is not only to present a clear picture of secondary education institutions of FDE as it stands in actual but also to set a clear path of improvement for each school controlling authority to follow. The aim is that secondary level of education will no longer demonstrate 'weak' results, only and those already regarded as 'strong' can continue to enhance the quality standards yet further improvement. The study recommended that infrastructure is a key factor which affects quality education so there is needed to provide all basic facilities to the institutions. Training of teachers is also very crucial in teaching learning process therefore, continuous professional development of teachers may be designed which will ultimately improve the teaching learning process. Curriculum should revise time to time according to the needs of the society and course content should well design. Cultural values should be added in the curriculum and it should be according to the mental level of students. Assessment and evaluation can improve quality education, so such strategies should be developed and refined a range of questions to frame the new assessment techniques.

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