

*Measure Quality Education in Public and Punjab Education Foundation
Secondary Schools*

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Abstract

This study aimed to measure the quality of education in public secondary schools and those supported by the Punjab Education Foundation. The study's objective was to check which school system was following more quality indicators set by the Ministry of School Education. A total of 192 teachers were included in the research sample, with 96 teachers selected randomly from the public and 96 teachers selected from schools funded by the Punjab Education Foundation. In order to measure the quality of the school's administration, teaching staff, infrastructure, climate, and extracurricular activities, a 5-point Likert scale was used to collect data from teachers. Data were analyzed using different statistical tools, such as mean, standard deviation, independent sample t-test, and f-test. Public secondary schools were found better as compared to Punjab Education Foundations schools. Public schools were found following more quality standards. The quality of school administration, faculty, facilities, extracurricular activities, and school climate was better in public schools and were poor in Punjab Education Foundation Secondary Schools. It is recommended that Punjab Education Foundation Secondary Schools should follow quality indicators. School administrators and faculty members should increase their

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academic knowledge and professional skills.

Keywords: Punjab Education Foundation Schools; administration; teaching staff; school infrastructure; co-curricular activities; school climate.

Introduction

High-quality secondary education is crucial because it lays the groundwork for further study in fields like medicine, the arts, engineering, and technology (Hussain, 2021). The significance of secondary education cannot be overstated. It forms the foundation of learning. Its quality is thus paramount. According to Hafeez et al. (2023) and Khallokova (2021), secondary education serves as a stepping stone for students aspiring to pursue further education. Pakistan places a strong emphasis on secondary education. If you want your date of birth recorded on a certificate, this is it. This date of birth is officially recognized and binding in all Pakistani institutions. You can't get a job without a certificate from your secondary school. Possessing a high-scoring secondary school diploma is indicative of an admirable character. Hence, a certificate proving completion of secondary school is mandatory. It is critically important to ensure high-quality secondary education (Hussain et al., 2022; Ezeaku, 2021). The eighteenth amendment of the Pakistani Constitution established Minimum Quality Standards for School Education. To that end, we drafted the National Action Plan (NAP) for the Improvement of Education. Addressing missing facilities and improving education quality, including enrolling out-of-school children, was the objective of this plan, which aimed to fulfil the vision of Sustainable Development Goal No. 4 (SDG-4) 2025 (Khushik, 2021). This plan encompassed a seven-point standard for educational excellence. Yousaf et al. (2020) listed educational standards as follows: student standards, curriculum standards, textbook and educational material standards, teacher standards, assessment criteria, early learning criteria, and school environment standards. Their goal is to improve the quality of education in Pakistan and bring it up to international standards (Umar et al., 2023; Khushik & Diemer, 2020).

To ensure high-quality education, teachers play a crucial role. An important factor in the standard of education is the presence of highly competent and experienced educators in the classroom. The background and character of the educators have a significant impact in addition to their formal training. According to Musokhonovna (2021), students look up to their teachers and try to emulate them. Students mimic their teachers' thought processes. Aristotle, a student of Plato's, developed his own unique, modern ideas in opposition to some of his teacher's more traditional teachings. If the teacher is exceptionally gifted, the students will follow in his or her footsteps and become innovative thinkers. Instructors play a crucial role in ensuring students receive a high-quality education (Hussain et al., 2023; Nguyen, 2020).

When it comes to good schools, the administration also matters a lot. Quality education is significantly influenced by professional education in administration. His vision will be more comprehensive if the headmaster of the institution is highly educated and holds a position. The responsibility for providing a high-quality education rests with the school's principal (Ephrahem & Bhoke-Africanus, 2021). With the help of a seasoned principal, the school is able to carry out its educational programs; a nimble principal ensures that the school meets all quality education standards (Saeed et al., 2021). When students reach a certain level of

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achievement, the headmaster raises the bar to meet international standards. Education can only be of high quality if its administration is first-rate (Botirova, 2021).

A well-maintained school is crucial to providing a good education. Everything that is absolutely necessary must be available at school. The initial stage towards a high-quality education is creating a school atmosphere that is similar to a child's home. Providing a child with clean water to drink on a regular basis, a bathroom, a well-ventilated room, enough lighting, and control over temperature and noise are all fundamental needs. The number of available rooms should be sufficient, and the school's perimeter wall should be of sufficient size to ensure full safety (Akramov & Muzaffar, 2021). The school's entrance should face the correct way, security should be tight, and closed-circuit television should be set up. The school should have a system in place for efficient cleaning. The school's playground ought to be roomy enough to accommodate not only football but also cricket and other sports. A reasonable price for reasonably priced, high-quality refreshments should be offered at the school's canteen (Zaman et al., 2023; Hussain, 2021). A photocopy machine, bookbinders, paper, stationery, and pen shop should be available at the school. There ought to be an adequate number of instructors for each class and student body at the school. School curricula ought to adequately incorporate physical education. The school ought to house a state-of-the-art library, science lab, and computer lab—with the latter having internet access—as well as an examination hall and a conference room. First aid kits ought to be readily available in schools. According to Gindo et al. (2020), all of these factors contribute to great education.

Extracurricular activities also contribute significantly to a well-rounded education. According to research (Corbin et al., 2020), hospitals in countries with empty sports fields tend to have full patient loads. The school's athletic facilities are up to par. Having a PE instructor who can also coach the kids is a great idea. Playgrounds at the school should be large enough for the kids to play football and cricket (Amir et al., 2022; Brusseau, 2020). A dedicated space and all necessary athletic equipment should be provided by the school. Academic programs and field trips to historical sites should also be organized for children. According to Aristotle, a healthy body is associated with a healthy mind; thus, it is important to properly oversee children's physical education, which includes organizations like Girl Guides and Boy Scouts, as well as interschool athletic competitions (Hussain, 2021).

There is a strong correlation between a positive school climate and high-quality instruction. The school climate must prioritize both social and academic well-being. Students' development and academic success are directly correlated to the quality of the school environment. For the sake of the students, the school should be a safe place free of conflict (Mesfin, 2022). The ideal school climate includes cordial relationships amongst faculty and students as well as a welcoming environment for all (Pascoe et al., 2020). Also, the school should set up a schedule of meetings with the parents to go over the student's progress. Jabeen et al. (2022) found that no one could damage their self-esteem. Instead of using physical punishment in the classroom, teachers should use reinforcement techniques, such as rewarding good behaviour and counseling bad behaviour. According to Khan et al. (2020) and Kausar and Shoukat (2020), all of these factors have a significant impact on the grade of education.

Secondary schools in Punjab, Pakistan, such as Punjab School Education, Punjab Education

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Foundation Funded Schools, Danish Authority, Federally Established Schools, Cantt and Garrison School System, and many more, are largely supported by the governments of Punjab and Pakistan. Punjab School Education and Punjab Education Foundation Funded Schools are the two main educational systems in the province. Then there are private schools that operate independently, those that have ties to the Board of Intermediate Secondary Education, and those that have ties to other boards (Kalim & Bibi, 2022).

The Punjab Government runs a sizable educational institution known as the Punjab School Education Department. It has its own curriculum branch, the Punjab Curriculum and Textbook Board, and hires excellent educators based on their merit. For schools to receive them for free, this board must print high-quality books. The government of Pakistan is covering all of the costs. In addition to this, the Government of Punjab is also responsible for the salaries of the teachers, as well as the upkeep of the school and its associated supplies. Secondary school students in Punjab take exams administered by the Board of Intermediate and Secondary Education. And awards certificates to graduates. In Punjab, there are a grand total of nine boards. The quality of education is the responsibility of the boards for the simple reason that their findings inform policymaking by the Punjab government. According to Ahmad et al. (2021), these establishments are known as public secondary schools in Punjab, Pakistan.

School systems in Punjab that receive funding from the Punjab Education Foundation have grown to become the province's second-largest secondary education system. According to Raza et al. (2022), private secondary schools receive funding from the Punjab Education Foundation. Based on the number of students enrolled in secondary school, this foundation offers school heads 1,100 Pakistani rupees per child. The Punjab Curriculum and Text Book Board also publishes books that are available for free on their website. School supplies, risk management, climate measures, etc., are entirely the obligation of the principal and not funded by this organization (Klasra & Huma, 2020). School districts receive per-student funding from the Foundation every year in response to the Quality Assurance Test (QAT) (Raza et al., 2022). Afterwards, these schools' yearly exams are administered by the Punjab School Education Department's Board of Intermediate and Secondary Education, which is currently comprised of nine locations across the province. According to Munawar et al. (2022), Faiz et al. (2022), and Arshad et al. (2020), the Board of Intermediate and Secondary Education Board is responsible for awarding degrees to students from these schools as well as for issuing certificates to students from schools managed by the Punjab Education School Department.

Statement of Problem

This study set out to evaluate two prominent secondary schools in Punjab, Pakistan, for their respective pedagogical approaches and overall quality of education. Two main secondary schools in Punjab are currently accepting students and issuing certificates: one is owned and operated by the Punjab School Education Department, and the other is supported by the Punjab Education Foundation. Public schools in Punjab are overseen by the provincial government through the Punjab School Education Department, while private schools receive funding from the Punjab Education Foundation. The two institutions' budgets are drastically different. This research sought to compare the quality of education provided by the Punjab

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Education School Department and the Punjab Education Foundation-funded schools.

Objectives of the Study

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

1. To check the quality of education in public and Punjab education foundation-funded schools. To check the quality of education, the indicators of the minimum standards of quality education approved by the National Integration and the Interprovincial Education Ministers' Conference (IPEMC) were to be checked. Among them were administration quality, quality of teaching staff, quality of co-curricular activities, quality of school climate and quality of school infrastructure.
2. The purpose of the research was to check the quality of education by comparing the above quality standards and which school system in Punjab, Pakistan, has the best quality of education.

Research Questions of the Study

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

1. Is the quality of administration equal in public and Punjab Education Foundation-funded schools?
2. Is the quality of teaching staff in Punjab Education Foundation funded and public schools equal?
3. Is the quality of school infrastructure equal in Public Secondary and Punjab Education Foundation-funded schools?
4. Is the quality of school climate equal in Punjab Education Foundation-funded and public secondary schools?
5. Is the quality of co-curricular activities equal in public secondary and Punjab Education Foundation-funded schools?

Procedure and Methodology of the Study

This study employed a survey methodology. Analyzing the data quantitatively transformed the research into a fully quantitative process. We used a 5-point Likert scale with three options—"Disagree," "Neutral," and "Agree"—to gather information from the data teachers. The following five criteria for quality were assessed: faculty, administration, school facilities, school atmosphere, and extracurricular activities for the simple reason that both systems use the same curriculum and use the same grading rubric for their exams. After collecting data, it was double-checked using Descriptive Statistical formulas and then reviewed again using Inferential State procedures. Ten specific questions helped examine each standard. Quality standards were the sole basis for presenting the results.

Population and Sampling of the Study

Every single student was a public school student in Punjab, and the budget for those schools came from the Punjab Education Foundation. Time and money constraints meant that we could only study a subset of Punjab schools; however, researchers did our best to ensure that all public and private schools funded by Punjab Education Foundation in the province met or

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exceeded our benchmarks by selecting eight public schools and eight schools supported by the Punjab Education Foundation at random. Of these, 338 worked for the public schools and 332 for the foundation. A random selection was then made using the sample table developed by Krejcie and Morgan (1970).

| The first stage for the selection of sample institutions | | |
|--|----------------|-------------|
| Districts | Public Schools | PEF Schools |
| District Bahawalnagar | 8 | 8 |
| District Pakpattan and | 8 | 8 |
| District Okara | 8 | 8 |
| Total | 24 | 24 |
| Through a simple random sampling method, teachers were selected from both types of schools | | |
| Teachers | 96 | 96 |
| Total Sample | | 192 |

Data Collection and Analyses of Data

Five responses Likert scale was used to gather data from the sample of respondents. There were ten well-crafted questions regarding the standards' implementation that were used to check each of the five quality standards on the Likert scale. Decisions were made after data was analyzed using the Statistical Package for the Social Sciences. To further verify the relationship between schools that had implemented the quality standards, a reliability F-test and a t-test were utilized.

Findings and Discussion

Ten questions, including Quality of Management as an example, were used to check each quality standard. In order to gauge how often principals assess students' development, we polled teachers on the topic. Does your brain have a lot of knowledge and experience? At your school, do students vote for which teachers to hire? Are educators expected to impart knowledge in accordance with their credentials? Does the cell that keeps tabs on things come to your school? Is a teacher's opinion valued by your principal? Is your head responsible for overseeing school activities? Is the head and the teachers working together well? In your school, does each and every teacher keep a journal and use it to plan lessons?

The Quality of Teaching Staff was also the subject of numerous inquiries; for example, were the instructors exceptionally, academically, and professionally competent? How safe are teachers' employment? Is it necessary for educators to use a variety of pedagogical approaches? How often do instructors complete their course materials? Do educators prioritize their courses? Upon completing their homework, students are asked to provide feedback.

In a similar vein, ten questions were used to evaluate the Quality of Co-curricular Activities, including: In what ways are students' interests and needs taken into account when planning extracurricular activities? Do you have a large playground on school? Is the school a venue for various athletic events? Is the school's athletic gear up to snuff for both present and future demands? Where you go to school do you have a PE instructor? Speeches, quizzes, scientific contests, technological devices, essay writing, etc., are some of the extracurricular activities

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that take place at this school. Is there a place to play sports on campus, both indoors and out? I was wondering if your school planned any school trips for the students. Is there a history of medals for your school? Are socio-cultural shows organized at your school?

The quality of infrastructure in the schools was also evaluated using a variety of questions, such as: Does your school building fulfil the requirements? Are the science and computer labs at your school up and running? Are the labs equipped with sufficient tools? Are there any restrooms or loos available? Is there potable water and tools to handle power outages? Do you have any classroom furniture available? Is the school equipped with closed-circuit television? Does the school office have access to computers and the Internet?

Similarly, the Quality of School Climate survey inquired about a number of factors, including the student-teacher ratio. Many of your students succeed academically year after year. When are the next parent-teacher conferences? Do students in need receive scholarships? Would you say that there is a system of discipline in your school? Does the school's leadership, faculty, and students listen to one another? How quickly are incidents like harassment addressed? Are the students social and able to empathize with one another?

Afterward, the data were analyzed using descriptive statistics, and the dissimilarities were identified by calculating the means. The F-test and independent t-test were then used to compare the means.

Table 1 Analyses of Quality Factors (Descriptive)

| Factors | School Type | <i>f</i> | Mean | Std. Deviation |
|---------|--|----------|--------|----------------|
| QM | Public Schools | 96 | 4.9365 | .26001 |
| | Punjab Education Foundation Funded Schools | 96 | 2.5750 | .47969 |
| QTS | Public Schools | 96 | 4.9240 | .31614 |
| | Punjab Education Foundation Funded Schools | 96 | 3.0490 | .56717 |
| QSC | Public Schools | 96 | 4.8667 | .19664 |
| | Punjab Education Foundation Funded Schools | 96 | 3.6208 | .43138 |
| QSI | Public Schools | 96 | 4.9344 | .11129 |
| | Punjab Education Foundation Funded Schools | 96 | 3.7781 | .40993 |
| QCCA | Public Schools | 96 | 4.8552 | .27601 |
| | Punjab Education Foundation Funded Schools | 96 | 3.1198 | .57995 |

Table 1 displays the results of the quality factor descriptive analyses. For this study, we used a variety of questions to assess the quality of management. We also surveyed teachers to get their opinions. We then calculated the means of the public schools (4.9365) and the schools funded by the Punjab Education Foundation (2.5750), finding that the public schools had a better overall performance. In a similar vein, public schools were found to have a significantly higher mean value (4.9240) when compared to schools funded by the Punjab Education Foundation (3.0490) when evaluating the quality of their teaching staff.

It was determined that public schools had a significantly better quality of school climate than schools funded by the Punjab Education Foundation, with a mean value of 4.8667 compared to 3.6208. Public schools had a significantly higher mean value in terms of school infrastructure quality (4.9344) compared to schools funded by the Punjab Education Foundation (3.7781), according to the results. The average value of public schools was found to be 4.8552, which is significantly higher than the average value of schools funded by the Punjab Education Foundation (3.1198) when it came to the quality of extracurricular

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activities.

Table 2 Analyses of Quality Factors (Inferential)

| Factors | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | |
|---------|---|--------|------------------------------|--------|-----------------|------|
| | F | Sig. | t | df | Sig. (2-tailed) | |
| QM | Equal variances assumed | 33.466 | .000 | 42.405 | 190 | .000 |
| | Equal variances not assumed | | | 42.405 | 146.386 | .000 |
| QT | Equal variances assumed | 63.664 | .000 | 28.293 | 190 | .000 |
| | Equal variances not assumed | | | 28.293 | 148.836 | .000 |
| QSC | Equal variances assumed | 98.216 | .000 | 25.748 | 190 | .000 |
| | Equal variances not assumed | | | 25.748 | 132.846 | .000 |
| QSI | Equal variances assumed | 89.944 | .000 | 26.671 | 190 | .000 |
| | Equal variances not assumed | | | 26.671 | 108.927 | .000 |
| QCCA | Equal variances assumed | 63.347 | .000 | 26.474 | 190 | .000 |
| | Equal variances not assumed | | | 26.474 | 135.936 | .000 |

Applying the test of inferential status, we verified the data in Table 2 using the F-test and t-test, and we verified the significance level.

Both the F-test and the t-test for management quality were determined to be statistically significant (.000). Both the F-test and the t-test indicated statistical significance (.000) for the faculty's quality of instruction. There was statistical significance in the F-test (.000) and the t-test (.000) when it came to the quality of the school climate. The school infrastructure quality F-test and t-test were both found to be statistically significant (.000). Both the F-test and the t-test indicated statistical significance (.000) in relation to the quality of extracurricular activities.

The first research question is: Public secondary schools had higher-quality administration than those supported by the Punjab Education Foundation. Public school principals were determined to have strong academic and professional credentials, while those at Punjab Education Foundation schools were determined to have weak capabilities. Educators and students in public schools were allowed to study what they were most interested in, and school administrators were seen to resolve major issues. Nonetheless, schools that received

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funding from the Punjab Education Foundation did not carry out any such calculation. Public schools in the country had an active monitoring cell that collaborated with teachers to make decisions, while schools funded by the Punjab Education Foundation did not have this system in place. In publicly funded schools, administrators and teachers tend to get along well; however, this was not the case in schools that received funding from the Punjab Education Foundation. Such findings have also been investigated by researchers (Ezeaku, 2021; Khalloko, 2021; Hussain, 2021).

Question 2 of the research looked at secondary schools in Punjab and found that public schools had higher-quality teachers than schools funded by the foundation. Compared to schools funded by the Punjab Education Foundation, public school teachers had higher levels of academic and professional qualification. Teachers' job security was higher in publicly funded schools, where student achievement was better, but it was lower in schools that received funding from the Punjab Education Foundation. Teachers in public schools were observed checking and providing feedback on students' homework every day, while those in schools funded by the Punjab Education Foundation were found to be less diligent in this regard. While public schools kept track of teachers' use of pedagogical tools, schools supported by the Punjab Education Foundation did not. Schools supported by the Punjab Education Foundation did not measure teachers' subject mastery or punctuality or absences from work, in contrast to public schools where these factors were clearly evident. Teachers at public schools reported high levels of job satisfaction, while those at the Punjab Education Foundation reported lower levels of satisfaction. According to Hussain (2021), Botirova (2021), Musokhonovna (2021), and Nguyen (2020), these findings were also discovered by the researchers.

Thirdly, when comparing public and privately funded secondary schools in Punjab, the quality of the infrastructure in the former was determined to be higher. School buildings that were funded by the Punjab Education Foundation were not educationally conducive, in contrast to public schools that were built according to children's needs and of high quality. While public school science labs were well-maintained and equipped, schools that received funding from the Punjab Education Foundation's science program lacked up-to-date tools. Libraries and books for both academic and extracurricular purposes were commonplace in public schools, but they were less common in schools that received funding from the Punjab Education Foundation. Exam rooms, air-conditioned restrooms, and other physical school amenities were meticulously documented. Despite the availability of power in public schools, proper preparations for load shedding were not made. Public schools had well-planned and executed security measures, including the use of cameras; schools supported by the Punjab Education Foundation, on the other hand, did not keep such detailed records. In the public school office, there was a computer that could be accessed through the Internet. Unlike schools supported by the Punjab Education Foundation, which lacked such resources, the office had everything under control, including the academic calendar. Hussain (2021) and Akramov and Muzaffar (2021) found research that supported my study's findings.

Study Question 4: At the secondary level, public schools were determined to have a better school climate than schools funded by the Punjab Education Foundation. In publicly funded schools, the student-teacher ratio was high, but in schools supported by the Punjab Education Foundation, it was low. A large percentage of students remained enrolled in public schools.

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Schools supported by the Punjab Education Foundation had excellent parent-teacher conferences, while public schools did not have any such meetings. Scholarships were once available to low-income students at public schools, but schools supported by the Punjab Education Foundation did not have this policy. When it came time for science labs, public school students used to make far more frequent visits than their Punjab Education Foundation fund school counterparts. Punjab Education Foundation schools had excellent management of harassment, in contrast to the public schools' satisfactory discipline. Teachers at schools run by the Punjab Education Foundation did not listen to one another, in contrast to the more harmonious atmosphere in public schools. Mesfin (2022), Hussain (2021), Kausar & Shoukat (2020), Gindo et al. (2020), and Pascoe et al. (2020) are among the researchers who have looked into my study's findings.

Fifth Question for Research: Compared to secondary schools supported by the Punjab Education Foundation, public schools had higher-quality extracurricular activities. Schools that received funding from the Punjab Education Foundation did not have enough pitch space to play cricket, in contrast to public schools, which had enough space. It would appear that athletics is more popular among public school students. While schools supported by the Punjab Education Foundation did not tailor their athletic programs to the interests and abilities of their students, public schools did. While public schools had a dedicated PE instructor, schools supported by the Punjab Education Foundation did not. Schools run by the Punjab Education Foundation do not have the same kind of atmosphere as public schools, which often host science fairs, speech contests, and essay contests. Schools supported by the Punjab Education Foundation lacked the outdoor and indoor recreational spaces found in publicly funded schools. Punjab Education Foundation-Funded Schools did not foster an environment conducive to field trips to historical sites or participation in educational conferences, in contrast to public schools. Girls' guide and scout camps registered public school students, but schools supported by the Punjab Education Foundation did not. (Hussain, 2021; Corbin et al., 2020; Brusseau, 2020) Also investigated these kinds of findings.

Conclusions

Public school administrators were highly qualified academically and professionally, which led to an improvement in the quality of management in public schools. Teachers in public schools are often free to choose the courses they instruct. It was determined that public schools would have stringent checks and balances. Public school teachers are more likely to be involved in school decision-making and to work in tandem with school administrators; fewer public school teachers kept school diaries than their Punjab Education Foundation-funded counterparts. However, in the past, public school educators would follow a predetermined curriculum.

The school teachers were dissatisfied with the job security that the Punjab Education Foundation provided funding for. Schools that received funding from the Punjab Education Foundation failed to adapt their teaching methods to meet the needs of their students. The academic curriculum was not completed by the Punjab Education Foundation-funded schools, and there was no test marking. It seems like teachers at schools funded by the Punjab Education Foundation are cutting down on teaching AIDS in an effort to make their classes better. Public school teachers tended to have more advanced degrees and more experience

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than their counterparts at schools supported by the Punjab Education Foundation. Teachers at schools supported by the Punjab Education Foundation rarely provided students with comments on their daily homework.

The Punjab Education Foundation Provided Sponsorship A one-meter square for every student did not constitute an adequate school. There was no operational computer lab or internet connection at the Punjab Education Foundation Funded Schools. The examination hall was unavailable, the restrooms were in poor repair, there was insufficient furniture, and instructional materials were missing. There were no cameras set up, and the boundary wall was too low. There was a lack of parent-teacher conferences in public schools. Historically, students at Punjab Education Foundation-funded schools rarely visited the lab. The schools that were funded by the Punjab Education Foundation failed to enhance the quality of extracurricular activities, lacked a playground, made adequate sports facilities available, and failed to have the necessary equipment for playing cricket. There was not a single scout or guide registered at the Boys Scout or Girl Guide school that was funded by the Punjab Education Foundation.

Recommendations

A few recommendations were made from the results and discussion;

1. It is recommended that Punjab Education Foundation-Funded schools should follow all quality standards issued by the school education department (SED).
2. The Punjab Education Foundation-funded schools should improve the quality of management in schools, and Heads of institutes and teachers should increase their academic and professional qualifications.
3. Punjab Education Foundation-funded schools should implement a strict check and balance system.
4. It is recommended that the Punjab Education Foundation-Funded Schools should set up playgrounds where students can play cricket.
5. It is recommended that boys and girls guides should be promoted in the Punjab Education Foundation Funded Schools.

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