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Examining Educational Quality in Public and Private Secondary Schools of Gujranwala: A Comparative Study

Shafqat Rasool *

Asma Anis Alvi †

Ayesha sheikh ‡

Corresponding Author: Shafqat Rasool (Assistant Professor, Department of Education , Government College University, Faisalabad, Punjab, Pakistan.
Email:dr.shafqat.rasool@gcuf.edu.pk)

Abstract: *This study critically assesses the educational standards in both public and private schools in Gujranwala, focusing on key aspects such as physical infrastructure, teacher competence, and the financial framework. The primary objective is to conduct a comprehensive examination of the physical facilities in both sectors, identifying potential differences that may impact the overall educational experience. Additionally, the study aims to compare the qualifications and capabilities of teachers, detecting variations in teaching quality between public and private schools. The financial aspects, including fee structures and compensation systems, are also scrutinized to gain insights into the economic dimensions of education in each sector. This research offers valuable insights into the current state of education in Gujranwala, serving as an informative resource for educational policymakers, parents, and the broader community. The findings aim to provide evidence-based decision-making, facilitating potential improvements in education quality and addressing any existing disparities between public and private schools.*

Key Words: Quality, Education, Public, Private, Schools, Gujranwala, Policy, Pakistan

Introduction

The Universal Declaration of Human Rights (1948) underscores the importance of the quality of education in promoting national progress, by affirming the unbounded entitlement of every child to education. The National Education Policy of Pakistan, which was in effect from 1998 to 2010, acknowledges the crucial role of secondary education in fostering a skilled workforce and advancing higher education (UDHR, 1948; Pakistan National Education Policy, 1998-2010).

Developed nations attribute their economic and political stability to robust educational systems, but Pakistan grapples with insufficient educational standards, necessitating a comprehensive assessment of both public and private institutions (UNESCO, 2014).

The involvement of governments in establishing educational standards is of utmost importance, as they possess the power to establish benchmarks, provide support, implement adaptable strategies, optimise resource distribution, and oversee progress

* Assistant Professor, Department of Education , Government College University, Faisalabad, Punjab, Pakistan.

† Principal, The Knowledge School, Walton, Lahore, Punjab, Pakistan.

‡ Principle, Bright Career School System, Gujranwala, Punjab, Pakistan.

(World Bank, 2020). The learning process is dependent on five crucial components: a competent student, relevant subject matter, a knowledgeable instructor, sufficient time for effective learning, and appropriate instructional materials (Trowler, 2010). In Pakistan, establishing a collaboration between the private and government sectors is essential to guarantee the supply of secondary education. This collaboration entails the private sector assuming a portion of the financial responsibility alongside the government (World Bank, 2019).

Study objectives

The objective of this study is to evaluate the discrepancy in the educational standards between public and private schools in Gujranwala. The study aims to achieve the following objectives:

1. To assess and evaluate the quality of education based on the existing physical facilities and infrastructure.
2. To assess the proficiency of teachers.
3. To assess and contrast their fee and salary framework.

Research Questions

- Q1:** How can we evaluate the quality of education by considering the standard of physical facilities and other necessary infrastructure?
- Q2:** What sets apart the credentials of educators in public and private schools?
- Q3:** What is the difference in the length of time people work in public and private schools?
- Q4:** What sets apart the professional credentials of teachers and principals in public and private schools?

Significance of the Study

According to UNICEF (2000), quality education is the integration of students with the necessary skills, suitable learning environments, specialised educational resources, effective teaching methods, and desired educational results. The government sector is insufficient to

meet the demands of the continuously expanding population. The significance of the private sector is indisputable. Several studies have demonstrated the inadequate quality of the private sector. The aim of this study is to assess the quality of the educational environment and physical infrastructure in both public and private educational institutions. The findings of this study will greatly assist parents, students, and the general public in assessing the calibre of both public and private educational establishments. This study will be crucial for planners and policymakers in improving the calibre of education and laying the groundwork for educational reforms. The aim is to address the shortcomings of both public and private secondary schools by integrating the most beneficial elements from both sectors.

Statement of the problem

Although the need for quality education is widely acknowledged, there is a significant issue with the present condition of educational institutions, whether they are public or private, in fulfilling the requirements set by UNICEF (2000). The government sector, which is responsible for meeting the educational needs of a continuously expanding population, is struggling with limited capacity. This is resulting in potential deficiencies in providing learners with the necessary skills, suitable learning environments, specialised educational resources, effective teaching methods, and desired educational achievements.

Although the private sector has become an important participant in correcting the shortcomings in the educational system, multiple studies suggest a lack of sufficient quality in education. This prompts inquiries on the efficacy of private institutions in fulfilling the fundamental elements delineated by UNICEF for high-quality education. The aim of this study is to provide a thorough assessment of the quality of educational environments and physical infrastructure in both public and private educational institutions. The study intends to offer significant insights that will aid parents, students, and the general public in

making educated judgements when assessing the educational quality provided by these institutions (UNESCO, 2002).

Moreover, this study aims to function as a significant asset for planners and policymakers, providing evidence-based suggestions for improving the general standard of education. The primary objective is to lay the groundwork for educational reforms by identifying and correcting the shortcomings noticed in both public and private secondary schools. This study seeks to enhance the educational landscape and ensure that learners obtain a high-quality education that meets worldwide standards by combining the most beneficial elements from both sectors.

Literature Review

The significance of secondary education in Pakistan is important for the advancement and growth of the nation, as it cultivates essential skills, information, and attitudes in preparation for future individuals. The country's secondary education system consists of four classes, namely IX to XII, and upper secondary institutions were established in 1954-55. As per the National Education Policy (1979), the education system is comprised of three tiers: Elementary Education (1st to 8th grade), Secondary Education (9th to 12th grade), and Higher Education (13th grade).

Pakistan's government executed a sequence of eight Five-Year Plans with the objective of enhancing secondary education in the nation. The initial quinquennial plan (1955-1960) prioritised the expansion of secondary educational institutions and the implementation of a varied specialised curriculum in the fields of science, technology, agriculture, and commerce. The second quinquennial plan (1960-65) aimed to integrate primary classes into secondary schools, introduce innovative curricula, establish educational policies, expand boarding schools, and increase enrollment in secondary education.

The primary objectives of the third quinquennial plan (1965-1970) were to mitigate disparities among educational

institutions by implementing a comprehensive curriculum, achieve a registration ratio of 40:60 between scientific and artistic courses, and strengthen existing secondary establishments. The primary objective of the fifth quinquennial plan (1978-83) was to give priority to vocational training in secondary schools. This was accomplished by introducing agricultural technology courses in 874 schools and enhancing the infrastructure of all secondary schools.

The sixth quinquennial plan (1983-88) prioritised the significance of mathematics, Urdu, Islamiyat, Pakistan Studies, and Science disciplines in fostering societal progress.

The Pakistani government has adopted numerous initiatives to bolster secondary education, with the goal of augmenting literacy rates and enhancing infrastructure. The primary objective of the Seventh Five-Year Plan of Education, implemented from 1988 to 1993, was to achieve a 40% surge in literacy rates by 1992-1993. The primary goal was to attain a literacy rate of 80% by the conclusion of the century. The Eighth Five-Year Plan of Education, implemented from 1993 to 1998, required the inclusion of secondary schools as a compulsory requirement for all children. The goal was to provide an additional capacity of 204 million seats in classes VI and X.

The 1959 Report of the National Education Commission acknowledged secondary education as a separate academic establishment and proposed its division into three phases (ages 6 to 12). The Education Policy implemented between 1972 and 1980 categorised the education system into four distinct phases: elementary, middle, higher education, and tertiary education. The National School Policy of 1979 acknowledged secondary school as the final stage of education for students. This phase encompassed improvements in physical infrastructure, enhancements in curriculum, and the creation of an Intermediate and Secondary Board.

The 1998-2010 National Education Policy outlined a variety of tactics to accomplish the goals of secondary education. The measures included the establishment of new exemplary

secondary schools, the introduction of a specific vocation at the secondary level, mandatory curriculum evaluation, the use of multiple choice textbooks, teacher training programmes, the adoption of project-based teaching methods, the creation of an Education Service Commission, the implementation of qualification-based salary structures for teachers, and the provision of an Education Card for disadvantaged students.

In order to accomplish these goals, the enrollment rate at the secondary level will be increased from 32% to 48%. The curriculum would prioritise the imparting of essential concepts to students, equipping them to make significant contributions to the progress of society and training them for a certain profession (Ministry of Education, [1998](#)).

The growth of secondary education in Pakistan has been substantial, as evidenced by the National Plan of Action 2001-2005, which aimed to create approximately 1,100 technical institutes. The policy prioritises equipping students with vital skills for practical application and fostering their active engagement in societal affairs. The purpose of implementing the National Education Assessment System (NEAS) was to guarantee the provision of education of outstanding calibre (Ministry of Education, [2001](#)).

The National Education Policy 2009, created in [2005](#), sought to enhance the quality of secondary education in Pakistan. The goal was to achieve this by increasing educational opportunities, offering greater financial assistance to students, adopting student-centred teaching approaches, establishing counselling services, promoting Life Skills-Based Education (LSBE), managing sports activities, addressing career-related concerns, implementing community service programmes, excluding Grade XI and XII from college-level studies, adopting a result outcome-based ranking system, and acknowledging outstanding students through the National Merit Programme (Ministry of Education, 2009).

The goals of secondary education in Pakistan encompass the provision of adequate

infrastructure, the presence of highly competent and adaptable teachers, the establishment of well-defined protocols, the active involvement of students, the cultivation of a sense of responsibility, the promotion of dedication to national development, the implementation of a demanding curriculum, the establishment of a strong basis for advanced scientific and technological education, and the fulfilment of the educational needs of rural communities. The curriculum should be excellent and precisely customised to adhere to the nation's requirements (Ministry of Education, 2010).

The core tenets of secondary education encompass the promotion of physical well-being, mastery of essential skills, fostering positive social interactions, nurturing talent, optimising the utilisation of leisure time, and fostering the development of moral character. Schools must offer extensive health education, encourage good behaviours and physical activity, and exhibit proficiency in essential subjects such as mathematics, reading, writing, and communication. Vocational education should equip students with the necessary skills and knowledge for their chosen profession, while civic education can cultivate personal attributes and qualities. Furthermore, schools should offer chances for the efficient and beneficial utilisation of leisure time.

The notion of quality is intricate and can be defined by its diverse interpretations, significances, and the significance of fulfilling consumer expectations. The National Education Policy 1998 in Pakistan demonstrates a shift from prioritising quantity to prioritising quality. The strategy underscores the significance of high-quality education in society, employing numerous phrases and concepts to elucidate it.

High-quality education is crucial for the advancement of civilizations and seeks to nurture and utilise human resources by imparting information and skills. Quality, according to the British Standard Institution ([BSI](#)), is the combination of various characteristics that determine the ability of services to meet the needs and expectations of

clients. The Dakar Framework (2000) underscores the significance of top-notch education in enhancing all levels and attaining standardised and measurable learning outcomes.

The Jomtien Declaration of Education for All (EFA) underscores the significance of high-quality education in achieving advantageous results. The Recife Declaration of the UNESCO-9 Project and Beijing Declaration of the E-9 Project on ICT and EFA reassert their dedication to enhancing the calibre of education through diverse approaches. The National Education Policy (1992) and National Plan of Action (NPA) in Pakistan prioritise improving the quality of education by focusing on recruiting teachers based on merit, implementing training programmes for prospective teachers, providing refresher courses for existing teachers, and ensuring access to internationally recognised textbooks.

The assessment of educational quality relies on the academic accomplishments of students, which are influenced by individual aptitude, family circumstances, and many factors related to the educational institution and teachers. According to UNESCO (1998), the quality of education is a complex notion that encompasses various variables, including staff, curriculum, students, infrastructure, and management.

Research Design of the Study

The main aim of this research was to appraise the educational standards in both public and private secondary schools in Gujranwala. To accomplish this objective, a survey was undertaken to collect insights from the participants. Consequently, the research was

designed with a descriptive approach. The study was executed employing specific methodologies and procedures outlined below.

Population of the study

The study population comprised administrators, educators, and 10th-grade students from both public and private secondary schools in Gujranwala. The research survey was conducted within the Gujranwala district, encompassing a diverse range of public and private secondary schools catering to both male and female students. The district is home to a total of 252 secondary schools for males and 303 secondary schools for females, all affiliated with the Board of Intermediate and Secondary Education Gujranwala. For the study, participants were selected from the pool of head teachers, teachers, and 20 students from the 10th grade in each chosen school. The data source for this information is the Board of Intermediate and Secondary Education Gujranwala for the year 2012.

Sample of the study

A sample refers to a representative proportion of the population. This investigation employed a technique known as random sampling. The sampling description was as follows. The stratified sampling technique was adopted for this study.

Gujranwala is divided into four distinct townships.

The researcher chose four schools from each location. A single male and a single female were selected from the public sector, and an identical approach was employed for the private sector.

Table A

Sample of the study

Type schools	N	Teachers
Public	8	80
Private	8	80
Total	16	160

Research Instrument of the Study

Upon conducting a thorough examination of existing literature and with the intention of conducting an evaluation, the researcher devised a questionnaire. The questionnaire is based on a five-point scale. The questions are derived from pertinent literature, books, journals, relevant articles, reports, and periodicals. The esteemed supervisor and members of the supervisory committee provided assistance to the researcher. Their recommendations were integrated into the questionnaires.

The teacher's survey consisted of closed-ended questions pertaining to various areas of comprehension and use of educational materials, as well as the utilisation of audiovisual aids. The topics include AIDS, class involvement, administration, competency, curriculum, and teaching methods.

Surveys were administered to collect data during the pilot testing period. The researcher conducted on-site visits to all the selected schools and respondents for this purpose.

Pilot study

The researcher has conducted a preliminary investigation to determine the presence of adequate data for research purposes and to establish the categories and their orientations. Four secondary schools from Gujranwala were chosen for the pilot testing. For this reason, four schools were selected, comprising two schools for males and two schools for females. The researcher personally visited the selected schools. Recommendations were solicited from school principals and instructors. They were able to provide ideas for improving the surveys without any reluctance. They were also instructed to alter the questions if necessary.

Consequently, the questionnaire was modified and prepared as necessary. The questions were ultimately refined.

Data Analysis

Evaluation of Teachers' Questionnaire

Table 1

Demographic Information of Teachers

Characteristics	F	%
Gender		
Male	80	50
Female	80	50
Type of schools		
Public	80	50
Private	80	50
Qualification		
M. Phil	9	6
M.A.	84	53
B.A.	63	39
F.A	4	2
Professional Qualification		
M.Ed	27	17
B.Ed	108	66
Experience		
1-5	79	49
6-10	32	20
11-15	21	13
16-20	17	11
21-25	11	7

Performing data analysis on demographic information, such as gender, job description, academic and professional qualifications, and teaching experience, by presenting the data in tables that show the frequency and

percentages. There are a total of 160 responses, with an equal number of 80 males and 80 females. The individuals are chosen in equal proportions from both public and private sector schools.

Table 2

Comparison of quality in public and private schools as perceived by teachers

	Public		Private		t.value	Df	p.value
	Mean	SD	Mean	SD			
Academic	14.46	2.82	12.89	2.37	3.82	153	0.000***
Environment	16.00	2.19	14.60	2.41	3.84	158	0.000***
Teachers	14.18	2.37	14.11	2.21	0.17	158	0.863
Curriculum	10.78	3.07	9.08	2.22	4.01	144	0.000***

** $P < 0.01$, *** $p < 0.001$

The purpose of this table is to provide a detailed examination of the viewpoints of teachers in both public and private schools. It utilises an independent-samples t-test to evaluate the extent to which educational materials are accessible. The statistical analysis yielded a noteworthy result, as evidenced by a t-value of 0.01 and a p-value of 0.0001. Unexpectedly, the results defied the research hypothesis. Public schools exhibited a superior average ($M = 14.46$) and variability ($SD = 2.82$) in academic resources compared to private schools ($M = 12.89$, $SD = 2.37$). Furthermore, the average rating for the

perceived helpfulness of the school environment among teachers at public schools (mean = 16.00, standard deviation = 2.19) was higher than that of private schools (mean = 14.60, standard deviation = 2.41).

Moreover, the degree of collaboration among instructors in public schools ($M = 14.18$, $SD = 2.37$) was discovered to be comparable to that in private schools ($M = 14.11$, $SD = 2.21$). Public schools demonstrated higher performance in curriculum-related areas ($M = 10.78$, $SD = 3.07$) compared to private schools ($M = 9.08$, $SD = 2.22$).

Figure 1

Teachers' Perception in public and private schools

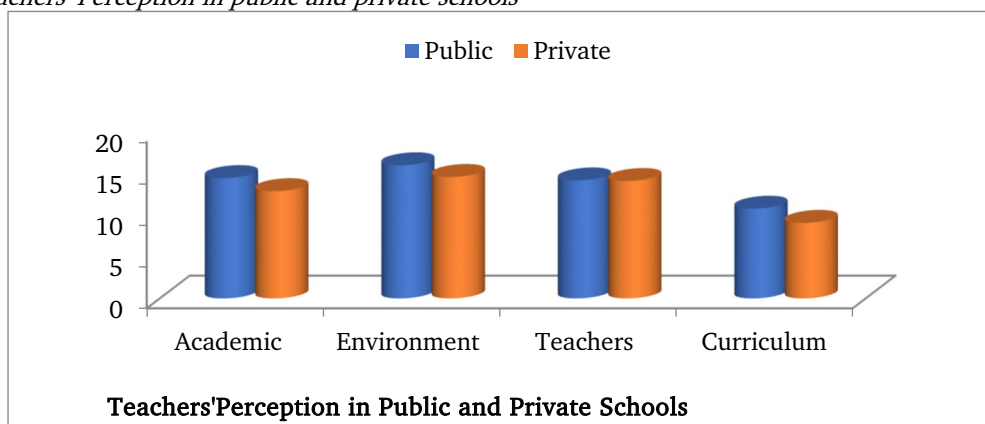


Table 3

This school imparts quality education

Public Mean	SD	Private Mean	SD	t.value	Df	p.value
4.51	.528	4.21	.412	4.010	158	.000***

** $P < 0.01$, *** $p < 0.001$

A statistical analysis technique known as an independent samples t-test. A study was done to evaluate the educational quality offered by both public and private institutions. The test yielded a statistically significant result, with a t-value of 4.010 (df = 158) and a p-value of 0.000, at a significance

level of $\alpha = 0.05$. According to the data, teachers believe that the quality of public schools is higher (M = 4.51, SD = .528) compared to private schools, which had a lower average score (M = 3.39, SD = 1.161).

Table 4

The student-teacher ratio is adequate

Public Mean	SD	Private Mean	SD	t.value	df	p.value
3.45	1.465	2.50	1.113	4.133	158	.000***

** $P < 0.01$, *** $p < 0.001$

A comparative analysis was performed using an independent-sample t-test to assess the educational standards between public and private institutions. The t-test yielded a statistically significant result, with a t-value of 4.120 and degrees of freedom of 158 (t (158) = 4.120, p = 0.000), at a significance level of

$\alpha = 0.05$. The results indicate that the average score (M = 3.45, SD = 1.465) for teachers' perception of the Student-Teacher ratio in public schools is higher than the average score (M = 2.50, SD = 1.109) for private schools.

Table 5

The academic calendar is provided at the beginning of the new academic session

Public Mean	SD	Private Mean	SD	t.value	df	p.value
4.39	.691	3.94	.752	4.380	158	.014

** $P < 0.01$, *** $p < 0.001$

Using an independent-sample t-test, a study sought to compare the educational quality of public and private schools. Nevertheless, the test findings were not statistically significant, as indicated by a t-value of 4.380 and a p-value of 0.014, with a significance threshold of $\alpha = 0.05$. The results indicate that the mean score (M = 4.39, SD = 0.691) for teachers'

perception of the statement "academic calendar is provided at the start of the new academic session" in public schools is higher than the mean score (M = 3.97, SD = 0.752) seen in private schools.

Table 6*Availability of AV aids*

Public Mean	SD	Private Mean	SD	t.value	Df	p.value
2.06	1.083	2.14	1.532	-.357	158	.000***

** $P < 0.01$, *** $p < 0.001$

Conducting a t-test to compare two independent samples aimed to assess the educational quality provided by public and private schools. The test produced a statistically significant result, with a t-value of -.357 (df = 158) and a p-value of 0.000, at a significance level of $\alpha = 0.05$. The outcomes reveal that the average score (M = 2.06, SD = 1.083)

representing teachers' perception of the statement "A.V." The availability of aids and other educational resources in public schools exceeds the average score (M = 2.14, SD = 1.532) observed in private schools.

Table 7*Job security for teachers is ensured*

Mean	SD	Private Mean	SD	t.value	Df	p.value
3.65	1.332	2.61	.987	5.597	158	.000***

** $P < 0.01$, *** $p < 0.001$

Conducting an independent-sample t-test to compare the quality of education provided in public and private schools yielded a statistically significant result. The t-value was 5.597 with a degree of freedom (df) of 158, and the p-value was 0.000, providing strong evidence against the null hypothesis. The significance level (α) was set at 0.05. The findings reveal that the

average score (M = 3.65, SD = 1.332) representing teachers' perception of job security in public schools surpasses the average score (M = 2.16, SD = .987) observed in private schools.

Table 8*Suitable Environment*

Public Mean	SD	Private Mean	SD	t.value	Df	p.value
3.29	1.787	2.19	1.493	4.224	158	.001**

** $P < 0.01$, *** $p < 0.001$

Employing an independent-sample t-test to compare the quality of education between public and private schools yielded statistically significant results, $t(158) = 4.224$, $p = 0.001$, at $\alpha = 0.05$. The findings indicate that the

mean score (M = 3.29, SD = 1.787) representing teachers' opinions on the statement "school environment is suitable for teaching" in public schools is higher than the mean score (M = 2.19, SD = 1.493) observed in private schools.

Table 9

Discipline

Public Mean	SD	Private Mean	SD	t.value	df	p.value
3.84	1.206	4.28	1.302	-2.205	158	.677

***P<0.01, ***p<0.001*

The t-test for independent samples did not yield statistically significant findings in analysing the gap in the quality of education between public and private schools. The obtained t-value was -2.205 and the corresponding p-value was 0.677, at a significance threshold of $\alpha = 0.05$. The results indicate that the mean score (M = 3.84, SD =

1.206) for teachers' perceptions of the statement "Discipline is strictly enforced in this school" is lower in public schools compared to private schools, where the mean score is (M = 4.28, SD = 1.302).

Table 10

Trained Teachers

Public Mean	SD	Private Mean	SD	t.value	df	p.value
3.16	1.803	2.00	1.405	4.548	158	.000***

***P<0.01, ***p<0.001*

A t-test comparing two independent samples. An evaluation was carried out to gauge the calibre of education provided in both public and private institutions. The provided text. The test produced a statistically significant outcome, with a t-value of 4.548 (df = 158) and a p-value of 0.000, at a significance

threshold of $\alpha=0.05$. The findings suggest that the mean score (M = 3.16, SD = 1.803) for teachers' opinion of the statement "All teachers are well trained" is greater in public schools compared to private schools, where the average score (M = 2.00, SD = 1.405) is lower.

Table 11

In-service training is provided to teachers

Public Mean	SD	Private Mean	SD	t.value	df	p.value
4.25	.948	4.10	.789	1.088	158	.018

***P<0.01, ***p<0.001*

An independent samples t-test. An assessment was conducted to evaluate the educational quality provided by both public and private institutions. The provided text. The test findings did not show statistical significance, as indicated by a t-value of 1.088 and degrees of freedom (df) of 158, resulting in a p-value of

0.018. The alpha level (α) was established at 0.05. The results suggest that instructors in public schools have a higher average perception score (M = 4.25, SD = .948) about the availability of in-service training compared to teachers in private schools, who had an average score of (M = 4.10, SD = .789).

Table 12*Teachers pay full attention to their professional duties*

Public Mean	SD	Private Mean	SD	t.value	df	p.value
4.39	.710	4.11	1.301	1.984	158	.000***

** $P < 0.01$, *** $p < 0.001$

An independent samples t-test. An investigation was conducted to assess the calibre of education provided in public and private schools. The provided text. The test produced a statistically significant outcome, with a t-value of 1.984 and 158 degrees of freedom (df). The obtained p-value was 0.000, providing compelling evidence against the null

hypothesis. The chosen significance level (α) was established at 0.05. The findings suggest that the mean score ($M = 4.39$, $SD = 0.710$) for teachers' opinion of the statement "Teachers pay full attention to their professional duties" is higher in public schools compared to private schools, where the mean score is ($M = 4.11$, $SD = 1.301$).

Table 13*Teachers attitude towards students is positive*

Public Mean	SD	Private Mean	SD	t.value	df	p.value
4.21	.871	4.41	1.101	-1.516	158	.096

** $P < 0.01$, *** $p < 0.001$

A t-test was run to compare the quality of teachers in public and private schools. The t-test did not yield statistically significant results, with a t-value of 1.516 and degrees of freedom of 158 ($t(158) = 1.516$, $p = 0.096$). The significance level (α) was set at 0.05. The results indicate that the average score ($M = 4.21$, $SD = .871$) for teachers' perception of the statement "Teachers attitude towards students is positive" in public schools is lower than the average score ($M = 4.41$, $SD = 1.101$) for private schools.

quality in public and private schools, two questionnaires were adjusted and a pilot research was undertaken to assess the reliability and cultural appropriateness of the metrics. The study incorporated both qualitative and quantitative elements. Autodidact The study gathered quantitative data on the quality of public and private schools using questionnaires and acquired qualitative data on the subjective part of the study through semi-structured interviews with principals. A comprehensive assessment of the literature on the quality of education was carried out before making any alterations to the questionnaires.

Summary

The aim of the descriptive study was to evaluate the educational benchmarks in both Public and Private secondary schools in Gujranwala. To conduct this analysis, data was collected from a combined sample of 320 students, 160 instructors, and 16 school administrators who were associated with both public and private secondary schools in Gujranwala. To evaluate the educational

Quality education is defined as education that fulfils the specified criteria of knowledge and skill, as outlined in the December 1999 edition of Quality Digest. According to Imran (2011), the notion of excellence is fundamentally intricate in all occupations, including the realm of education. The quality of education is determined by multiple elements, including infrastructure, administrative procedures, curriculum design, instructional

methods, assessment systems, and teaching staff. Secondary school education is a crucial cornerstone of an educational system. The input from this connector plays a pivotal role in assessing the calibre of higher education since it acts as a necessary intermediary between primary and higher education (AIU, 1997).

The government is inadequate in fulfilling the educational requirements of the nation. The inclusion of private schools is crucial. The quality of education being provided is outstanding. Since gaining independence, the private sector has continually played a vital role in delivering top-notch educational services to a significant number of students. UNESCO (1998) identifies several key elements that influence the quality of education. These factors include the proficiency of the staff, the content of the courses, the calibre of the students, the condition of the infrastructure and external environment, and the efficiency of institutional management.

Conclusion

The study's findings provide useful insights into the facilities, qualifications, administrative dynamics, teaching methodologies, and extracurricular activities found in both public and private secondary schools. The following are the primary findings:

Infrastructure: Both public and private schools were found to have physical infrastructure.

Public schools boasted libraries with a substantial array of literature, fully equipped science laboratories, and computer laboratories.

However, it was determined that the use of protocol materials in public school classes was inadequate.

Professional qualifications and proficiency in administrative positions:

The principals in public schools show a high level of competence and possess the requisite professional qualifications.

Public school principals had a vast amount of administrative knowledge and skills.

Private school principals demonstrated a shorter tenure but showed great administrative skills.

Private school principals regularly involve their employees in decision-making processes.

Faculty: Public school educators possessed superior intellectual qualifications in contrast to their counterparts at private schools.

The private school professors were characterised as assiduous.

The teaching faculty in public schools were deemed proficient, however they were not embracing modern teaching approaches.

linguistic Medium Shift is the act of transitioning from one linguistic medium to another.

Public schools have shifted their language of instruction from Urdu to English.

Conversely, public school educators did not undergo training updates to effectively teach in this new medium, leading to a lack of contemporary teaching methods.

Character Development and Evaluation: Private school educators were widely recognised for their dedication to fostering moral and ethical principles.

Private schools effectively utilised protocol materials in their assessment systems.

The assessment techniques were perceived as fair and impartial in private educational institutions.

Extracurricular activities: Public schools were actively engaged in organising routine co-curricular activities.

The study highlights the various benefits and challenges present in both public and private secondary schools. It emphasises the importance of factors such as infrastructure, qualifications, teaching methods, and administrative processes that need to be taken into account for the continuous improvement of secondary education.

Recommendation

Recommendations were derived from the study's findings.

1. Principals and instructors of public schools should augment the cognitive rigour of the curriculum. They ought to embrace cutting-edge pedagogical approaches.
2. Teachers in both public and commercial sectors should receive in-service pieces of training. To improve their teaching techniques and adopt innovative methodologies. These activities should also be made available to pre-service teachers.
3. Private sector schools ought to curate a selection of indispensable works in their libraries.
4. Educators should be motivated to include protocol material in their lessons to improve learning outcomes.
5. The school curricula should be restructured to align with the needs and expectations of society.
6. The examination system's quality can be improved by continuous assessment.
7. Teachers in private schools have very modest pay. It is very recommended to improve their system of remuneration and include rewards to promote motivation.
8. It is imperative for the government to guarantee that private schools are furnished with playgrounds.
9. The government ought to build a comprehensive structure to guarantee accountability, transparency, and monitoring in public schools.
10. It is essential to organise seminars that educate instructors on this developing medium using captivating methods.

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