

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

Sabir Hussain

Ph.D. Scholar, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan.

Email: sabirjanmarri@gmail.com

Received on: 11-07-2023

Accepted on: 15-08-2023

Abstract

A nation's progress depends on its educational system, and this is especially true at the secondary school level, which serves as a stepping stone to tertiary education. This study set out to compare the secondary schools run by the Punjab Education Foundation with those run by the government in terms of providing a high-quality education that contributes to sustainable development. 4. The initial step was to use a simple random sample technique to select secondary schools from each district. Out of these, 12 were from the government and 12 were from the Punjab Education Foundation. In total, 36 secondary schools were chosen, with three teachers chosen from each school. So, 108 secondary school educators were chosen from the Punjab Education Foundation and 108 from the government. A total of 216 male and female educators with 1–10 years of experience were included in the sample. Their ages ranged from 18 to 35. The research set out to compare and contrast the secondary education systems run by the Punjab Education Foundation with those run by the government. The National Integration and the Inter-Provincial Education Ministers Conference (IPEMC) approved a set of minimum standards to be used as indicators to evaluate the quality of education. These standards cover areas such as school administration, teaching staff, extracurricular activities, school climate, and school infrastructure. This study set out to test the hypothesis that school administration, faculty, facilities, school climate, and extracurricular activities are all similarly high-quality. Quality standards such as administration, instruction, facilities, school spirit, and extracurricular activities were measured using a 5-point Likert scale. The two kinds of educational systems were compared using independent sample t-tests. In comparison to schools run by the Punjab Education Foundation, it was determined that public secondary schools in the province are superior in every way and adhere to the highest quality standards. To achieve the vision of Sustainable Development Goal No. 4 (SDG-4) 2025 and improve the quality of administration, faculty, facilities, school environment, and extracurricular activities, it is advised that Punjab Education Foundation Secondary Schools adhere to the minimal quality standard established by the Punjab minister of education.

Keywords: SDG-4, Punjab Education Foundation schools; government secondary schools, administration quality; teaching quality; school infrastructure quality, co-curricular activities, school climate.

Introduction

Because it lays the groundwork for tertiary education in disciplines like engineering, art, science, and medicine, a high-quality secondary education is vital (Hussain, 2021). For students, secondary school is a stepping stone to tertiary institutions (Khalloková, 2021). Pakistan places a premium on secondary education. The first certificate ever issued to record a person's birthdate is this one. All Pakistani institutions recognize this date of birth as valid and final. To be hired, one must have a high school diploma. An outstanding high school diploma shows that the bearer has a good character. So, to get a good education, you need a certificate from a secondary school (Kausar & Sadiq, 2023; Ezeaku, 2021).

Minimum Quality Standards for School Education were established by the eighteenth amendment of the Pakistani Constitution. The goal of this endeavor led to the creation of the National Action Plan (NAP) for Educational Development. The plan's stated objective was to improve education, fill in infrastructure gaps, and enroll more children who were previously not in school so that we might reach Sustainable Development Goal No. 4 by 2025. (Malik et al., 2023; Khushik, 2021). A quality criterion for education consisting of seven points was added to this strategy. The standards include a wide range of topics, including but not limited to early learning benchmarks, classroom practices, instructional resources, student expectations, and textbook requirements (Yousaf et al., 2020). Their primary goal is to improve the quality of education in Pakistan so that it can compete on an international level (Malik et al., 2023; Khushik & Diemer, 2020).

Quality of Teachers

The provision of high-quality education is greatly influenced by teachers. The quality of education is greatly affected by highly skilled teachers (Hussain et al., 2023). The knowledge and personality of the teachers make a big difference as much as formal schooling does. Teachers provide a good example for their students and act as role models for them (Kausar & Sadiq, 2023; Musokhonovna, 2021). Kids often mirror their teachers' thoughts and actions. As Aristotle, a student of Plato, did in challenging and developing his distinctive ideas, highly talented instructors have the power to motivate pupils to think creatively and independently. To guarantee a high-quality education, teachers are vital (Hussain et al., 2023; Iqbal et al., 2023; Nguyen, 2020).

Quality of Administration

Ensuring quality education is greatly influenced by the administration. There is a strong correlation between administrative expertise and improved classroom instruction. A more all-encompassing vision for the school can be achieved with the leadership of a highly qualified and experienced headmaster (Hussain et al., 2023). As the leader of the school, the headmaster is responsible for maintaining a high standard of teaching and learning (Ephrahem & Bhoke-Africanus, 2021). A competent head teacher ensures that the school adheres to all quality education requirements, and the school supports the head teacher in

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

their educational endeavors (Saeed et al., 2021). When students reach a level of academic brilliance that is recognized worldwide, the headmaster takes the school's reputation to the next level. To provide a high-quality education, efficient administration is vital (Hussain et al., 2023; Iqbal et al., 2023; Botirova, 2021).

Quality of Infrastructure

The state of school facilities has a major impact on student achievement (Umar et al., 2023). Being prepared for class with all the necessary supplies is crucial. The key to providing students with a high-quality education is making the school feel more like a home. A child's basic needs must be met, which include having access to safe drinking water, toilets, good lighting, temperature regulation, ventilation, and noise control. Appropriate rooms ought to be readily available (Kausar & Sadiq, 2023; Akramov & Muzaffar, 2021). For complete safety, precise measurements of the school's wall are required. A proactive approach to school safety, with a focus on preventative measures and the installation of closed-circuit television cameras, is essential (Iqbal et al., 2023). It is expected that the school has established cleaning protocols. There needs to be enough space in the school playground for the kids to play football and cricket. Having a cafeteria on campus that serves affordable, high-quality meals is a must (Ahmad et al., 2023; Hussain, 2021). The school needs a photostat, some bookbinders, and a copy shop for paper and stationery. A sufficient number of teachers should be available at the school about the number of classes and students. Physical education should be adequately implemented by the school. Modern scientific labs, computer labs, and libraries should all be part of the school's infrastructure. In addition to a conference room and an exam room, the school's computer lab needs internet access. Schools need to have a first aid station available. All of these things work together to make sure that students get an excellent education (Umar et al., 2023; Kausar & Sadiq, 2023; Gindo et al., 2020).

Quality of Co-curricular Activities

To provide a top-notch education, extracurricular activities are equally important. There are reports of overcrowding in hospitals in nations where sports fields are vacant (Corbin et al., 2020). The athletic facilities at the school are sufficient. Hiring a PE teacher who can also coach sports is a great idea. Kids should be able to play football and cricket on school-provided playgrounds that are big enough (Hussain et al., 2022; Brusseau, 2020). There ought to be a specific area for storage and the school ought to have complete sporting equipment. Academic activities and field trips to historical locations should be mandatory for children. Aristotle held that a sound body is conducive to a sound mind, hence it is important to encourage physical education by forming organizations like Girl Guides and Boy Scouts as well as hosting interschool athletic events (Kausar & Sadiq; 2023Hussain, 2021).

Quality of School Climate

The learning environment has a major impact on students' achievement. Having a supportive community of learners and teachers in the classroom is essential. Academic achievement and personal growth are both boosted by a supportive school environment. Kids need to be allowed to learn in a peaceful setting free from physical altercations at school (Iqbal et al., 2023; Mesfin, 2022). It is important for the school, its instructors, and the students to work

together to create a friendly environment (Hussain et al., 2022; Pascoe et al., 2020). Set up a schedule of parent-teacher conferences at the student's school to go over their progress. Nobody could ever bring them down (Jabeen et al., 2022). Schools should prioritize positive reinforcement over punitive measures. Children who act well should be praised, while those who misbehave should be helped through therapy. Because of these things, the standard of education is greatly affected (Hussain et al., 2022; Ahmed et al., 2020; Kausar & Shoukat, 2020).

Secondary School System in Punjab

Pakistan and the Punjab governments provide the bulk of funding for several secondary schools in Punjab, Pakistan. Punjab School Education, Secondary Schools of the Punjab Education Foundation, the Danish Authority, Schools Established by the Federal Government, Cantt, and the Garrison School System are all part of this. Punjab is home to two distinct secondary school systems: the Punjab Education Foundation and the Punjab School Education. Some private schools also raise their funds; some have ties to international governing bodies, while still others are part of the Board of Intermediate Secondary Education (Kalim & Bibi, 2022; Hussain et al., 2021).

Government Schools

An important educational institution run by the Punjab Government is the Punjab School Education Department. An independent curriculum department called the Punjab Curriculum and Textbook Board is run by the institution, and it employs competent educators on a merit basis. This board is responsible for making sure that schools have access to free, high-quality books. The government of Pakistan is footing the bill for everything (Kausar & Sadiq, 2023). The government of Punjab also foots the bill for school supplies, facility upkeep, and teacher wages. Examinations for secondary schools run by the Punjab School Education Department are administered by the Board of Intermediate and Secondary Education. Moreover, it recognizes and rewards pupils who have earned qualifications. There are nine boards in Punjab. Governing bodies monitor the standard of instruction. Decisions are based on outcomes by the Punjab government. Punjab, Pakistan is home to several excellent secondary schools that are run by the government (Kausar & Sadiq, 2023; Iqbal et al., 2023; Ahmad et al., 2021).

Punjab Education Foundation schools

The secondary school system run by the Punjab Education Foundation has grown to become the province's second largest. Schools in Punjab that offer secondary education to private students receive funding from the foundation (Raza et al., 2022). Depending on the number of pupils registered in secondary school, the foundation gives school administrators 1100 Pakistani rupees for each child. The Punjab Curriculum and Text Book Board also publishes publications that are available for free. All of the school's infrastructure, supplies, risk management, climate initiatives, etc., are the responsibility of the school, not this institution (Klasra & Huma, 2020). To allocate funds to schools on a per-student basis, the Foundation runs an annual Quality Assurance Test (QAT) (Kausar & Sadiq, 2023; Raza et al., 2022). The Board of Intermediate and Secondary Education, which is a part of the Punjab School

Education Department and has nine branches around the province, is responsible for administering these schools' yearly examinations. Students at these institutions receive their diplomas and certificates from the same board (Munawar et al., 2022; Faiz et al., 2022; Arshad et al., 2020).

Statement of Problem

The purpose of this study was to evaluate two well-known secondary schools in Punjab, Pakistan, for their scholastic standards. High school diplomas are issued by two of Punjab's primary educational institutions: the Punjab School Education Department and the Punjab Education Foundation. School operations are overseen by the Punjab School Education Department, which is part of the Punjab government. Schools that are part of the Punjab Education Foundation receive money from the Punjab Education Foundation. The two institutions couldn't be more different monetarily. This research sought to compare the quality of education in the Punjab Education School Department, which spends a lot of money, with that in the Punjab Education Foundation schools, which are cheaper for pupils. Education will undergo a sea change as a result of the research and the suggestions made by the experts.

Objectives

1. Examine secondary schools run by the Punjab Education Foundation and those run by the government to determine their level of educational excellence. The National Integration and the Inter-Provincial Education Ministers Conference (IPEMC) approved a set of minimum standards to be used as indicators to evaluate the quality of education. These standards cover areas such as school administration, teaching staff, extracurricular activities, school climate, and school infrastructure.
2. Finding out which school system in Punjab, Pakistan, provides the best education was the primary goal of this research, which compared various quality levels.

Research Questions

1. Do secondary schools run by the Punjab Education Foundation and those run by the government both have equal levels of quality administration?
2. Are the secondary school teachers at the Punjab Education Foundation and the government institutions of the same caliber?
3. Does this secondary school have the same high-quality facilities as the Punjab Education Foundation and the government schools?
4. Does the quality of the school climate differ between secondary schools run by the Punjab Education Foundation and those run by the government?
5. Is the extracurricular program quality comparable in secondary schools run by the Punjab Education Foundation and those run by the government?

Null Hypotheses

Hypothesis 1: The quality of the school's leadership, faculty, facilities, atmosphere, and extracurricular offerings is comparable.

Ho.2 All quality requirements are equally followed by both types of schools.

Methodology of the Study

A cross-sectional survey was used to perform this research. Quantitative methods were employed to analyze the data in the investigation. To gather data, we used a 5-point Likert scale that included three alternatives for teachers: disagree, neutral, and agree. Teaching staff, administrative quality, school infrastructure, school climate, and extracurricular activity quality were the five quality criteria that were collected. The curriculum and grading rubric are the same at both institutions. There were 10 questions designed to measure each standard, and after collecting data, it was analyzed using formulas from Descriptive Statistics and then inferential statistics. Quality criteria were the only ones used to convey the results.

i. Population and Sampling Technique of the Study

All secondary schools in Punjab, both public and private, as well as the Punjab Education Foundation, were included in the study. The research population was limited to three districts of Punjab due to time and financial constraints. Experts believed that all schools in Punjab had relatively equal standards due to the system's design, so twelve secondary schools—one each from the government and the Punjab Education Foundation—were chosen at random. The government schools had 403 teachers and the foundation schools had 398. After that, a sample table developed by Krejcie and Morgan (1970) was used to choose the participants at random.

Table 1 Sample of the Study

The first stage for the selection of sample institutions						
Districts	Government Schools			PEF Schools		
	Male	Female	Total	Male	Female	Total
District Muzaffargarh	6	6	12	6	6	12
District Lodhran and	6	6	12	6	6	12
District Rahim Yar Khan	6	6	12	6	6	12
Total	18	18	36	18	18	36
Through a simple random sampling method, teachers were selected from both types of schools.						
Teachers	108			108		
Total Sample				216		

The sample consisted of 216 male and female young educators with 1–10 years of experience, ranging in age from 18 to 35.

ii. Instrument

We used a 5-point Likert scale with three options—"Disagree," "Neutral," and "Agree"—to gather information from the educators. The following five criteria for quality were assessed: the caliber of the faculty, the competence of the administration, the state of the physical plant, the atmosphere on campus, and the offerings for extracurriculars. The curriculum and grading rubric are the same at both institutions. Ten distinct questions were used to evaluate each standard. Each quality criterion, including management quality, was evaluated using ten questions.

Questions Regarding Administration

A question was posed to the teachers regarding the consistency of student evaluations by

their principal. Is your brain well-versed and seasoned? Is there a merit system in place for hiring instructors at your school? Do curricula have to reflect teachers' actual areas of expertise? Is your school inspected by the monitoring cell? Does the principal respect the choices made by the educator? Is there someone in charge of the school's daily operations? Does the head have good communication with the teachers? Is keeping a journal and following lesson plans something that every teacher at your school does?

Questions Regarding Teaching Staff

Concerning the faculty, many people wanted to know more about their extensive education and experience in the field. Do you think teachers' jobs are secure? Should educators modify their approaches to instruction based on student needs? How reliable is the timeliness of teachers' syllabi? Do educators focus on what they need to teach? After going over their assignments, students give each other comments.

Questions Regarding Co-curricular Activities

Among the ten questions used to assess the caliber of extracurriculars was the extent to which they catered to individual student's interests and requirements. Is there enough space for a playground at this school? Does the school provide a variety of sports? Is there enough athletic gear at the school to meet current and future needs? Is a PE instructor on staff at your school? Is the school the site of a wide variety of extracurricular activities, including but not limited to essays, debates, quizzes, and scientific competitions? Are there sporting facilities on campus, both inside and out? Is it possible for your school to plan a variety of field trips for students? I was wondering if your school has won any athletic medals. Do you have any cultural or social events at your school?

Questions Regarding School Infrastructure

Questions like "Does your school building satisfy the requirements?" were used to assess the quality of the schools' infrastructure. Are your school's science and computer labs fully functional? Is there enough apparatus in the laboratories? Do you have any restrooms on site? Do you have supplies of drinkable water and equipment to handle power outages? Are classroom chairs and tables accessible to the students? Is the school equipped with closed-circuit television? Is the school office equipped with computers and internet access?

Questions Regarding School Climate

The number of teachers relative to kids was one of many questions posed about the school's atmosphere. With a high yearly pass percentage among pupils, the school's academic achievement is exceptional. Do you know when the next parent-teacher conferences are? Are low-income students the ones who receive scholarships? Does your school have a system of discipline that both teachers and students adhere to? Does the school climate encourage students, faculty, and administration to pay close attention to and respond to reports of harassment, creating a space where people may understand and share one another's pain?

Validation of the Questionnaire

Peer researchers, language specialists, seasoned educators, and secondary school teachers from the Penal and the Punjab Education Foundation served on the expert panels that verified the questionnaire. The background of the two kinds of schools informed the modification of a few questions. Due to noncontextually information, some questions were removed and others were added.

Reliability of the Questionnaire

Twenty male and female secondary school teachers from the Punjab Education Foundation were recruited to serve as pilot testers for the reliability of the instrument. After collecting data, the results were entered into SPSS for reliability testing. An outstanding instrument reliability of 0.89 was recorded.

iii. Data Collection and Data Analysis

From "strongly disagree" to "strongly agree," a 5-point scale was used to gather data from the sample. There were five quality criteria on the Likert scale, and ten good questions concerning the standards' application were used to check each standard. The mean and standard deviation were calculated using descriptive statistics after data interpretation by (the Statistical Package for the Social Sciences). A difference in mean scores between schools was checked using an independent sample t-test to infer the data.

iv. Findings of the Study**Table 2 Statistical Analysis of Quality Factors**

Factors	School Type	<i>f</i>	Mean	SD	<i>t</i>	Sig.
Quality of management	Government	108	5.0	.27	42.5	.000
	PEF	108	2.6	.48		
Quality of teacher	Government	108	4.9	.32	28.3	.000
	PEF	108	3.1	.57		
Quality of school climate	Government	108	4.9	.20	25.8	.000
	PEF	108	3.7	.44		
Quality of infrastructure	Government	108	5.0	.12	26.7	.000
	PEF	108	3.8	.50		
Quality of co-curricular activities	Government	108	4.8	.28	26.5	.000
	PEF	108	3.2	.59		

Various questions were used to check the quality of management in government schools (mean value = 5.0) and Punjab Education Foundation Secondary Schools (mean value = 2.6). With a p-value of less than 0.05, it was determined that the government schools had a higher and better mean value than the Punjab Education Foundation Secondary Schools. This information is presented in Table 2. Likewise, when comparing the quality of teaching personnel, the government schools had a significantly higher mean value (4.9) compared to the schools financed by the Punjab Education Foundation (3.1), with a p-value less than 0.05. The average value of government schools was significantly higher than that of Punjab Education Foundation Secondary Schools when it came to the quality of school climate (4.9 vs. 3.7), with a p-value of less than 0.05. In terms of school infrastructure quality, the average value of government schools was 5.0 while the average value of secondary schools run by the Punjab Education Foundation was 3.8. With a p-value less than 0.05, it was determined that the government schools had a significantly higher average value. The average value of extracurricular activities at government schools was 4.8 and at Punjab Education Foundation Secondary Schools it was 3.2, with a p-value of less than 0.05. The government schools had a much higher average value.

Table 3 Results of the Study

Factors	School Type	Results	Remarks
Quality of management	Government	Better	Low academic, professional, and less experienced management were in PEF Secondary School.
	PEF	Poor	
Quality of teacher	Government	Better	Low academically, professionally, and less experienced teachers were in PEF Secondary School.
	PEF	Poor	
Quality of school climate	Government	Better	A higher level of hygiene was found in PEF secondary schools
	PEF	Poor	
Quality of infrastructure	Government	Better	No vast playground was found for playing cricket in PEF schools, and the building was not according to school standards.
	PEF	Poor	
Quality of co-curricular activities	Government	Better	Only book cramming was found, and there were no healthy co-curricular activities in PEF schools.
	PEF	Poor	

Discussion**Research Questions 1****Quality of Administration**

Secondary schools run by the government are generally better than those run by the Punjab Education Foundation. The academic and professional credentials of government school principals were higher than those of Punjab Education Foundation school principals, who were determined to have lesser capabilities (Kausar & Sadiq, 2023). It was common to see school administrators at public schools taking a stand on significant issues, and classroom time was free for both students and instructors to pursue their interests. Secondary schools affiliated with the Punjab Education Foundation did not find any evidence of this (Hussain et al., 2024; Iqbal et al., 2023). In public schools, administrators and teachers worked together to form an active monitoring cell.

Research Questions 2**Quality of Teaching Staff**

The Punjab Education Foundation, on the other hand, did not oversee any of the schools that received their funding. Secondary schools run by the Punjab Education Foundation did not exhibit the same favorable relationship between principals and teachers as government schools. Several studies have looked into the results reported by Hussain et al. (2024), Iqbal et al. (2023), Hussain (2021), Ephrahem & Bhoke-Africanus (2021), Khallokova (2021), and Ezeaku (2021). Nevertheless, these investigations were disproven by Ahmad et al. (2023), who found that Punjab Education Foundation schools likewise had good administration. When comparing secondary schools run by the Punjab Education Foundation to those run by the government, the former had better teachers. Punjab Education Foundation-funded school principals lacked the academic and professional credentials had by their public school counterparts. As a result of their superior performance, public school teachers enjoyed greater job stability than their secondary school counterparts at the Punjab Education Foundation (Hafeez et al., 2023). Daily, teachers at public schools were seen giving kids

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

constructive criticism of their work. Alternatively, it was found that secondary school teachers affiliated with the Punjab Education Foundation were less stringent in this area. Unlike secondary schools run by the Punjab Education Foundation, public schools recorded instructors' use of pedagogical resources to improve classroom instruction (Kausar & Sadiq, 2023; Hussain et al., 2022). Teachers employed by the government were exemplary; they were always on time and never took sick days.

When compared to this degree of commitment, secondary schools run by the Punjab Education Foundation were noticeably lacking. Teachers in public schools reported high levels of job satisfaction, whereas those at the Punjab Education Foundation reported lower levels of satisfaction. These results were likewise found by the researchers (Kausar & Sadiq, 2023; Hussain et al., 2023; Hafeez et al., 2023; Hussain et al., 2022; Hussain, 2021; Botirova, 2021; Musokhonovna, 2021; Nguyen, 2020). Ahmad et al. (2023) found the opposite to be true; they found that schools affiliated with the Punjab Education Foundation also employ very qualified educators and that their schools provide in-service training to their staff.

Research Questions 3 Quality of Infrastructure

At the secondary level, the infrastructure of the Punjab Education Foundation Secondary Schools was inferior to that of the government schools. The secondary school buildings owned by the Punjab Education Foundation were unfit for teaching, in contrast to the well-designed and high-quality government schools. Science labs at secondary schools run by the Punjab Education Foundation were outdated and poorly kept in contrast to their public school counterparts (Kausar & Sadiq, 2023). Secondary schools run by the Punjab Education Foundation were less likely to have libraries stocked with books for both academic and extracurricular purposes than their public school counterparts (Umar et al., 2023). There was extensive documentation of the physical facilities in public schools, including exam rooms, clean restrooms, and more. While public schools did have access to electricity, inadequate steps were taken to deal with power outages. Government schools had well-documented security measures, such as efficient CCTV camera administration, but secondary schools run by the Punjab Education Foundation lacked such documentation. All of the public school computers had Internet access. Secondary schools affiliated with the Punjab Education Foundation did not have the same level of organization as the headquarters, which had a well-planned academic calendar. Research findings from other studies, such as Umar et al. (2023), Kausar and Sadiq (2023), Iqbal et al. (2023), Hussain et al. (2022), Hussain (2021), and Akramov & Muzaffar, provide further support for the outcomes of my study (2021). Nonetheless, these investigations were disproven by Ahmad et al. (2023), who found that the schools run by the Punjab Education Foundation had superior facilities.

Research Questions 4 Quality of School Climate

At the secondary level, the school climate at government schools was better than that at Punjab Education Foundation Secondary Schools. Punjab Education Foundation secondary schools had an unbalanced ratio of teachers to students, in contrast to government schools that had a good student-teacher ratio. Government schools had an extraordinarily high rate of student retention. Government secondary schools did not have parent-teacher conferences, although those run by the Punjab Education Foundation did (Hussain et al.,

2022). Secondary schools run by the Punjab Education Foundation did not follow the government's practice of awarding scholarships to low-income students (Umar et al., 2023). Students enrolled in public schools have more possibilities to participate in scientific lab practical's than those financed by the Punjab Education Foundation. The government schools had sufficient disciplinary measures, but there was a lack of regulation regarding harassment. The schools run by the Punjab Education Foundation, on the other hand, had no problems with harassment. Government schools had more cohesive staff, pupils, and instructors than schools run by the Punjab Education Foundation, where instructors exhibited a lack of cooperation. Umar et al. (2023), Kausar and Sadiq (2023), Iqbal et al. (2023), Mesfin (2022), Hussain et al. (2022), Hussain (2021), Kausar & Shoukat (2020), Gindo et al. (2020), and Pascoe et al. also considered the results of my work (2020). Ahmad et al. (2023), however, rejected these investigations, finding instead that the school climate at Punjab Education Foundation schools was excellent.

Research Questions 5 Quality of Co-curricular Activities

When comparing secondary schools run by the Punjab Education Foundation to those run by the government, the latter had better extracurricular activities. There was a cricket field at the secondary schools run by the Punjab Education Foundation, but none at the public schools. A higher level of interest in athletics is observed among students enrolled in public schools. Secondary schools run by the Punjab Education Foundation did not provide students with sports programs that were as individualized as those in public schools (Kausar & Sadiq, 2023). Secondary schools run by the Punjab Education Foundation lacked a PE instructor, in contrast to their public school counterparts. Public schools often hold events like science fairs, essay contests, and speech contests, but schools run by the Punjab Education Foundation do not (Hussain et al., 2022). Secondary schools run by the Punjab Education Foundation do not have the same access to indoor and outdoor athletic facilities as public schools. Traveling to historical sites, going on field trips, and attending educational conferences were all possibilities for kids attending public schools. Secondary schools run by the Punjab Education Foundation, on the other hand, did not have this atmosphere. Punjab Education Foundation secondary schools did not have any scout or girl guide camps, while kids from government schools did. Bruseau, Umar, et al. (2023), Kausar and Sadiq (2023), Hussain et al. (2022), Hussain (2021), Corbin et al. (2020), and Hussain (2022) also examined the results (2020). Ahmad et al. (2023), on the other hand, found no evidence of such investigations and instead found that Punjab Education Foundation schools engage in high-quality extracurricular activities.

Conclusions

Despite having professional qualifications and strict regulations, schools funded by the Punjab Education Foundation lacked professionally experienced administration, which led to management quality issues in government schools. Additionally, teachers at these schools were unhappy with their jobs and the methods they were using because of insufficient job security. Students' requirements were not met, there was no exam marking, and the foundation's secondary schools did not cover the curriculum. The usage of instructional tools was supposedly minimized by teachers in these schools. Additionally, there was an

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

inadequate supply of classroom furniture, instructional materials, boundary walls, CCTV cameras, and other necessary equipment at the schools. There was a lack of scientific lab time and parent-teacher conferences. The faculty members were not working together either. Additionally, there were no extracurricular activities available, such as sports programs, playgrounds, or PE teachers. Not a single pupil participated in the Girl Guide or Scouts program. Both instructors and students were dissatisfied with the foundation's funding and the amenities.

Recommendations

1. Principals and instructors at secondary schools run by the Punjab Education Foundation should all consider furthering their education and professional development to better serve their students.
2. Secondary schools under the Punjab Education Foundation should develop a risk management strategy and work to enhance the current risk management framework.
3. To realize the vision of Sustainable Development Goal No. 4 (SDG-4) 2025, it is recommended that Punjab Education Foundation Secondary Schools adhere to the minimal quality standard established by the Punjab school minister.
4. It is imperative that secondary schools run by the Punjab Education Foundation enhance their classroom environment, physical plant, and extracurricular offerings.

References

1. Ahmad, M., Altaf, S., & Ahmad, M. F. (2023). Quality Education Sustainable Development (SDG-4) 2025: A Comparative Study of Government and Punjab Education Foundation Secondary Schools. *PJE*, 40(2).
2. Ahmad, M., Hussain, S., & Qahar, A. (2024). Comparison Between Virtual Reality and Integrating Blended Learning Flipped Classroom Model: An Experiment on Secondary School Students. *International Research Journal of Management and Social Sciences*, 5(1), 1-11.
3. Ahmad, M., Qamar, T., & Abbasi, N. N. (2021). Intrinsic or Extrinsic Discipline: Case Study of Public Secondary Schools in Punjab, Pakistan. *Pakistan Journal of Educational Research*, 4(1).
4. Ahmad, Z., Noreen, S., & Munawar, U. (2023). Examining The Quality of Education Between Public & PEF Schools At Elementary Level in Southern Punjab. *Journal of Social Research Development*, 4(3), 622-631.
5. Ahmed, G., Tayyub, M., & Ismail, R. (2020). Effects of classroom environment for improving students' learning at secondary level in Punjab Province, Pakistan. *Science Academie*, 1(1), 1-14.
6. Akramov, M., & Muzaffar, K. (2021). Technological Approach at Secondary School Management. *Eurasian Journal of History, Geography and Economics*, 2, 35-38.
7. Amir, M., Hussain, S., & Muhammad, S. (2022). Identification of the need for teacher training at the primary school level. *International Research Journal of Education and Innovation*, 3(1), 165-176.
8. Arshad, M., Haq, M. N. U., & Khan, M. G. (2020). Status of Physical Facilities and Students Achievement at Public and.
9. Asad, A., Mehmood, S., Hussain, S., & Amir, M. (2023). Analysis of Risk Management in Higher Education Institution. *International Research Journal of Management and Social Sciences*, 4(3), 282-288.
10. Botirova, M. (2021, December). Secondary School Management: Technological Approach. In *international conference on multidisciplinary research and innovative technologies* (Vol. 2, pp.

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

- 244-247).
11. Brusseau, T. A., Erwin, H., Darst, P. W., & Pangrazi, R. P. (2020). *Dynamic physical education for secondary school students*. Human Kinetics.
 12. Corbin, C. B., Kulinna, P. H., & Sibley, B. A. (2020). A dozen reasons for including conceptual physical education in quality secondary school programs. *Journal of Physical Education, Recreation & Dance*, 91(3), 40-49.
 13. Ephrahem, G., & Bhoke-Africanus, A. (2021). Effectiveness of school heads' financial management skills in the provision of quality education in secondary school. *International Journal of Education and Research*, 9(3), 20-28.
 14. Ezeaku, F. N., Onu, E. A., Agu, P. U., Edikpa, E. C., Nwafor, B. N., Ozioko, A. N., & Ugwuanyi, C. S. (2021). Appraisal of quality assurance measures in the management of secondary schools and its implication on science, technology, engineering, and mathematics education. *International Journal of Mechanical and Production Engineering Research and Development*, 10(1), 159-170.
 15. Faiz, S., Sheikh, S., Asadullah, M., Rehman, K., & Mehnaz, R. (2022). Role Of Public School Support Programme (PSSP) In Promoting Quality Of Education: Lesson Learned From District Dera Ghazi Khan In Province Of Punjab. *Webology (ISSN: 1735-188X)*, 19(1).
 16. Gindo, E., Anagaw, C., & Sapo, S. (2020). Provision of quality education in secondary schools: an investigation of factors. *European Journal of Education Studies*.
 17. Hafeez, A., Hussain, S., Muhammad, S., & Hussain, S. (2023). Effect of PEC Exams on Quality Education in Public and Punjab Education Foundation Funded Secondary Schools. *International Research Journal of Management and Social Sciences*, 4(3), 358-374.
 18. Hussain, S. (2021). Quality of Education in Public and Daanish Schools at Secondary Level. *International Research Journal of Education and Innovation*, 2(2), 160-169.
 19. Hussain, S., Abbas, Q., & Ahmad, A. (2022). Comparative analyses of environmental risk management at secondary schools level in Punjab and its effect on students' academic achievement. *International Research Journal of Education and Innovation*, 3(4), 36-49.
 20. Hussain, S., Ahmad, M. S., & Hussain, S. (2022). Relationship of teacher-student interaction, learning commitment and student learning comfort at secondary level. *International Research Journal of Education and Innovation*, 3(2), 156-169.
 21. Hussain, S., Ahmad, M., Altaf, H. S., & Ahmad, M. F. (2022). Quality of Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Research & Reflections in Education (JRRE)*, 16(2).
 22. Hussain, S., Ahmad, M., Hussain, I., Hafeez, A., & Sardar, R. (2024). Compare the Quality of Administration in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Al-Qanṭara*, 100-117.
 23. Hussain, S., Ahmad, M., Ul Zaman, F., & Ahmad, A. (2023). Comparative Study of Administrators' Supervisory Skills and Teachers' Pedagogical Skills Towards Quality Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Education & Educational Development*, 10(2).
 24. Hussain, S., Fakhar-Ul-Zaman, D. B. K., Kanwal, M., Hussain, T., Nawaz, I., & Thaheem, M. I. (2024). TPACK and ICT, the new hope for Pakistan's education system: analysis of the perception of prospective teachers. *Remittances Review*, 9(2), 743-754.
 25. Hussain, S., Hafeez, A., Zaman, F. U., & Seerat, S. S. (2023). Why Quality of Education is Low at the Secondary Level in Pakistan: A Group Discussion. *International Research Journal of Management and Social Sciences*, 4(4), 190-205.
 26. Hussain, S., Zaman, F. U., Muhammad, S., & Hafeez, A. (2023). Analysis of the Initiatives Taken by HEC to Implement Associate Degree Program: Opportunities and Challenges. *International Research Journal of Management and Social Sciences*, 4(3), 193-210.
 27. Iqbal, Z., Shakir, M., & Fatima, S. (2023). Comparative Analysis of Quality Teaching and

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

- Management Practices in Pre-PSSP and Post-PSSP in District Lodhran, Punjab. *Global Educational Studies Review*, VIII, 8, 43-51.
28. Jabeen, S., Siddique, M., Mughal, K. A., Khalid, H., & Shoukat, W. (2022). School Environment: A Predictor of Students' Performance at Secondary Level in Pakistan. *Journal of Positive School Psychology*, 6(10), 2528-2552.
 29. Kalim, U., & Bibi, S. (2022). A Review of Public-Private Partnership for Elevating the Literacy Rate in Pakistan. *Journal of Social Sciences Advancement*, 3(2), 92-97.
 30. Kausar, F. N., & Sadiq, M. I. (2023). Punjab Education Foundation Schools 'effective Teaching-Learning and Assessment: An Analytical Study. *Pakistan Islamicus (An International Journal of Islamic & Social Sciences)*, 3(2), 538-551.
 31. Kausar, S., & Shoukat, R. (2020). Identification of the Factors Affecting the Quality of Education at Secondary School Level Students in Tehsil Faisalabad. *Journal of Education and Practice*, 188-194.
 32. Khalloková, M. E. (2021). Criteria for non-educational institutions to improve the quality of education. *World Bulletin of Social Sciences*, 5, 52-55.
 33. Khushik, F. U. (2021). From education for sustainable development to high quality education (sdg4): challenges and prospects for Pakistan.
 34. Khushik, F., & Diemer, A. (2020). Education and sustainability, how sdg4 contribute to changing the representations of developing issues? The case study of Pakistan. *International Journal of Management and Sustainability*, 9(2), 101-119.
 35. Klasra, R. I., & Huma, A. (2020). Evaluation of Financial Subsidy Program of Punjab Education Foundation for Increasing Student's Enrollment and Retention in Private Schools in Punjab. *Global Social Sciences Review*, 1, 528-537.
 36. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
 37. Malik, S., Khalid, L., & Nabi, H. G. (2023). Sustainable Development Goal-4 with the Perspective of Public Schools in Punjab. *MAIRAJ*, 2(2), 1-9.
 38. Mesfin, D. M. (2022). Principals' power for achieving quality education in secondary schools of Ethiopia. *Power and Education*, 1757743822117345.
 39. Muhammad, S., Nadeem, M., Hussain, S., & Qahar, A. (2023). Comparison of the Impact of Oral and Written Feedback on the Students' Academic Achievement. *International Research Journal of Management and Social Sciences*, 4(3), 375-385.
 40. Munawar, U., Haider, S. Z., Khadim, K., & Ali, M. M. (2022). An Exploratory study on the Identification of the Need for Teacher Training at the Primary Level in Punjab. *Pakistan Journal of Humanities and Social Sciences*, 10(3), 1180-1186.
 41. Musokhonovna, K. L. (2021). ICT-As a means of achieving new educational results in teaching natural disciplines in secondary schools. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 315-321.
 42. Nguyen, T. P. L., Nguyen, T. H., & Tran, T. K. (2020). STEM education in secondary schools: Teachers' perspective towards sustainable development. *Sustainability*, 12(21), 8865.
 43. Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104-112.
 44. Raza, M. A., Malik, M. H., & Deeba, F. (2022). Performance of Public and PEF School Students in Literacy and Numeracy Drive (LND): A Comparative Analysis.
 45. Saeed, M. A., Saba, S., & Ahmad, S. (2021). Leadership Competencies and Participatory Decision-Making Effects on Teachers' Attention at Secondary Education in Pakistan. *Journal of Educational Sciences & Research*, 8(1), 152-169.
 46. Umar, Z., Hussain, S., Khan, I., & Perveen, F. (2023). Parents' Involvement Effect on Students' Academic Achievement and Quality Education in Public and Private Schools at Elementary

A Study on the Quality of Secondary Education in Government and Punjab Education Foundation Institutions about Sustainable Development Goal 4 (SDG-4) 2025

- Level. *International Research Journal of Management and Social Sciences*, 4(3), 400-411.
47. Umar, Z., Sadiqi, T., Hussain, S., & Qahar, A. (2023). Compare the Quality of Infrastructure on Student Outcomes in Public and Punjab Education Foundation Funded Schools at Secondary Level. *International Research Journal of Management and Social Sciences*, 4(4), 26-39.
48. Yousaf, F., Shehzadi, K., & Parveen, Z. (2020). Reasons for being Out of School: Implications for Education Policy. *Global Educational Studies Review*, 3, 273-293.
49. Zaman, F. U., Muhammad, S., Hussain, S., & Qahar, A. (2023). Challenges and Risks for Higher Education Now and Beyond the 2030. *International Research Journal of Management and Social Sciences*, 4(3), 180-192.