

Understanding the Quality of Elite and Government School Education In Sukkur And Its Impact On Arabic Language Teaching

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Abstract:

This study explores how elite private schools compare to government secondary schools in District Sukkur, Sindh. By employing a mixed-method approach, the research looks into essential factors such as the school environment, teaching methods, qualifications of teachers and headmistresses, student outcomes, and dropout rates. The findings highlight significant differences between the two types of schools, with elite institutions performing better in creating supportive learning environments, fostering teacher collaboration, and achieving higher student satisfaction. Quantitative data were gathered through surveys, while qualitative insights were obtained from interviews, providing a thorough analysis. The results emphasize the importance of adequate facilities and effective teamwork in improving educational quality. These insights are crucial for policymakers and educators aiming to tackle educational inequalities and enhance government school systems.

Keywords: School Performance; Elite; Government Schools; Sukkur; Educational Quality; Teacher Collaboration; School Environment; Mixed-Method Study

INTRODUCTION

As per the Coleman Report (Coleman, 1982), student accomplishment is impacted by the teacher, the student, and the monetary assets. A few different examinations, despite the fact that featured the 'school variables' as the chief consider students' learning accomplishment (Heyneman and Loxley). However, Hanushek (1986), didn't pressure the qualities of school as pervasive in understudies' accomplishment. Then again, Fuller and Clarke (1994) contend that the impact of school quality in created nations is overpowered by understudies' family ancestry. Nature of school and understudy might be more significant in immature countries than in created nations with regards to training. They are for the most part unskilled since most families live underneath the neediness level. Because of this, parental help for self-teaching is 19 negligible, permitting children to zero in on school-related issues: the study hall, the educator and the writing (Thapa, 2013). Understudies in immature countries should depend on school and educators, as well as themselves, since tutoring beyond schools, essentially academic learning, isn't deep rooted. In the process of teaching-learning, the school environment plays a very significant role. The overall school management, all the participants like, parents, teachers, school council are responsible to create a sound and healthy teaching learning environment which is required for good performance of students (Espinoza (2010).

Better environment in schools is very essential for making process of education very effective. In this regard Khattak (2014) give emphasis to enhance improved environment in school which inspire the teachers and students to be keenly interested in

their teaching learning and the quality of education as a whole would be enhanced. According to the view of Hanushek (2020), student's performance projected by their academic achievement is fully depend on school's organizational climate and attitude of teachers', which shows that there is a positive relationship between students' performance and good environment of school. For an ideal situation of teaching/learning, student, teacher and physical settings are the three very important factors, as said by Shukla (2003). Researcher further proclaimed that in the process of education, development of students should be emphasized under a good educational environment. Mishra (2005) emphasized that the external environment must be reflected in school life activities. Therefore, this research aims to provide fundamental and essential information that can be used to evaluate the performance of different sorts of schools in terms of the quality of education they offer.

This research aims to provide accurate and dependable insights into the characteristics and academic outcomes of elite schools and Government Secondary Schools in Sukkur. The findings will be valuable to many stakeholders, including headmistresses, teachers, and administrators. The findings of the current research pertaining to secondary education will provide valuable insights for relevant authorities in making informed judgments. Additionally, this initiative will provide crucial data to support the ongoing efforts to address the disparities between the two divergent education systems. It aims to allocate resources efficiently and effectively in order to overcome the biases and challenges encountered by underprivileged students in government schools. Furthermore, concrete measures will be implemented to support this distinctive and ground breaking project aimed at promoting secondary education. No work has been done before specifically in District Sukkur regarding comparative study between Elite and Govt. Sec. Schools. The exploratory research investigates various different but areas of relevance, often used as a precursor to a wide project or even for a multimode program of study.

In many developing countries, the quality of the work force of teacher is become an eternal concern. According to Majoka et al. (2013), teacher know better about every student's problem so a teacher plays a significant role to meet needs of students by making their teaching more effective and according to individual need, it therefore implicit that school success and students' achievements is determined only if teacher delivering quality education depending upon the methodology of teaching so teacher must be well equipped and qualified. Malik (2015) also emphasized the importance of teaching methodology. In every system of education, the quality Of the teachers were the main pillar.

Moreover, Zafar and Salahuddin (2022) affirmed that to bring efficacy in the school, head teacher has a very important role as a leader. Many researchers have shown this by concluding the findings of their studies. The more the leader is competent, the more the school effectiveness and reduce the rate of dropout, as in school environment the leader is considerably a change agent so to bring positive change and to run the school problems in a right manner, leader should have training of professional leadership. Shakeel and DeAngelis (2018) in his study conclude that there is a positive impact of parents' involvement in the educational activities on children's achievements.

This study basically aims to know the gap between the performance of Govt. Secondary schools and elite schools in District of Sukkur, Sindh. Researcher reviewed a range of literature to aid in this comparative study and used different performance

indicators to evaluate the contrast between execution of Govt. Secondary schools and elite schools' program of education, which indicated the fact that schools only get their purposes by taken into consideration these factors completely. Factors included academic and professional qualification of headmistresses and teachers, academic performance of students, performance of teachers, dropout rate of students, co-curricular activities, school environment, and availability of physical facilities and the general performance outlook of both type of schools. By knowing the above facts researcher be acquainted with the reality that the efficient and effective educational dispensation could never be made possible without countering the challenges regarding poor delivery of education and maintains the mechanism of equitable education system.

This study was carried out with the aim to provide useful information to all those concerned who are directly implicated with the Govt. secondary schools to know whether the running programs of these institutions are going in the right way toward achieving the goals and objectives of education as compare to elite school system. Furthermore, on the basis of the comparative performance of both schools, this study will help in making an analysis of the developmental schemes of the provincial education districts and of the Federal Ministry of Education in the country. Moreover, the improvement of educational programs and facilitating the existing Governmental secondary schools in the country, this study will provide grounds to solve the issue. The question of quality in secondary education has emerged as a significant concern on a worldwide scale. Elite educational institutions are making concerted efforts to ensure this outcome. This research aims to provide fundamental and essential information that can be used to evaluate the performance of different sorts of schools in terms of the quality of education they offer. This research aims to provide accurate and dependable insights into the characteristics and academic outcomes of elite schools and Government Secondary Schools in Sukkur. The findings will be valuable to many stakeholders, including headmistresses, teachers, and administrators. The findings of the current research pertaining to secondary education will provide valuable insights for relevant authorities in making informed judgments. Additionally, this initiative will provide crucial data to support the ongoing efforts to address the disparities between the two divergent education systems. It aims to allocate resources efficiently and effectively in order to overcome the biases and challenges encountered by underprivileged students in government schools. Furthermore, concrete measures will be implemented to support this distinctive and ground breaking project aimed at promoting secondary education.

METHOD

With an emphasis on the academic and professional backgrounds of the headmistresses and instructors, school performance, student outcomes, and dropout rate, the goal of this research was to compare the Elite private and Govt. Sec. schools in District Sukkur. For this particular research, mixed methodology, which a research method to collect, analyze, and mix both quantitative as well as qualitative data will be utilized to explore the factors that contribute to the performance of elite schools and government high secondary schools and compare the performance of elite and government secondary schools in Sukkur. In mixed method research qualitative method plays such a vital role (Plano Clark, 2017). For this study, interview method will be used to collect qualitative and survey method will be deployed to collect quantitative data. Through survey, information will be collected from administration, parents, teachers, headmistress, and

students. Survey method is one of the most effective method when it comes to collecting quantitative data as Anderson (2008) established that, as an environment and contestant standpoint, the accepted technique of acquiring quantitative data is only survey method. Ali and Tahir (2009) revealed that, given the fact that students are usually examined within their educational environment, so in literacy studies, designs of quasi-experimental and experimental can be hard to use. So that it is not easy to segregate control groups and variable treatments. In this study, the researcher used questionnaires and conducted interviews to collect data from the relevant population through random sampling. Basically the aim of exploratory research through survey is to define the research problem and generate hypothesis more accurately and gain knowledge of the particular issue or situation or the community not known before. Further it is the most convenient way to emphasize the realization of various modes of a phenomenon. Here the major purpose of exploratory research is to describe the characteristics of two types of schools belonging to the study.

Secondary study is derived from primary study by analyzing primary data first, or sequential. Purpose of this study is instrument design and taxonomy design. Researcher can define its research problem and generate hypothesis more accurately and easily by using exploratory research technique. The universe of this research study is District Sukkur. According to the govt. Site (source file: <http://www.sukkur.gov.pk>), Sukkur City, Rohri, Saleh Pat, and Pano Aqil are the four administrative strata (tehsils) that make up the district Sukkur. Among them are the metropolitan centres of Sukkur City and New Sukkur, while Pano Aqil is well-known for housing one of the nation's major military cantonments. Sukkur district is the third most advanced district in Sindh, with at least 59.5% of its people living in urban areas, according to Pakistan's 2010 assessment. Out of approx. 58 secondary schools in district Sukkur, 10 govt. Schools and 10 elite schools were randomly selected as a representative of district Sukkur, in which Beaconhouse School system, Sukkur, Y2K school, Saint Marry's High school, Saint Saviors High school, Apwa Excellent World school, Sukkur, City school, Pano Aqil, Oxford Grammar school, airport road, sukkur, Holy city school, SMA High school, Sukkur, New Horizon High school, old Sukkur and London Cambridge school, Moosa Ghitti, Waritar road, Sukkur were randomly selected as a representative private Elite schools of District Sukkur, and DMB, PPC, Govt. boys High school, Daphar Jatoi, Pano Aqil, Govt. Boys High school Faran, Sukkur, Govt. Al-Falah High school, Govt. Boys High school, Central Jail Colony, Sukkur, Govt. Boys High school, Islamia Bagh Hayat Ali, Sukkur, Govt. Boys High school, Dodanko, Rohri, Govt. Girls High school Barrage Colony, Sukkur, were randomly selected as a representative Govt. schools of District Sukkur.

Population of the study

With regard to the above-mentioned pointers of performance of schools, the researcher seek information from stakeholders (headmistresses, teachers, parents, students and administrators). Collectively the potential population from the 10 Elite Schools and 10 Govt. Sec. schools of Sukkur, Sindh will be about 5000 people. Hence here all categories of respondents (headmistresses, teachers, parents, students and administrators) 1 headmistress, 10 teachers, 5 parents, 10 students and 1 administrator from each of Elite Schools and Govt. Secondary schools were classified as subpopulations; the phrase was used to denote several groups of integrated topics within the larger population.

RESULT AND DISCUSSION

Descriptive statistics and Chi-square tests were used to compare the provision of facilities and teamwork in elite and government schools. Additionally, thematic analysis of interview data was performed to enhance and provide context to the quantitative findings. This approach of methodological triangulation helped ensure that the results were both robust and reliable.

Table 1. Comparison of School Environment

Satisfaction with the school environment	elite Schools		Govt. Schools		Secondary	Total	
	Freq.	%	Freq.	%		Freq.	%
Strongly Agree	39	78	-	0		39	39
Agree	11		22	0		11	11
Agree	-	0	15	30		15	15
Disagree	-	0	15	30		15	15
Strongly Disagree	-	0	20	40		20	20
Total # of Respondents	50	100%	50	100%		100	100%

Table 1 lays an emphasis on showing the comparison of school environment at elite schools and Govt. Secondary schools. The highest group of respondents specified by this table is the 39% showed their responses as strongly agree. The group of respondents which are likely to be second largest is the 20% respondents, who respond as strongly disagree. It projects that in Govt. secondary schools the satisfaction with the school environment were recorded 40% as strongly disagree, 30% as disagree and 30% as neutral, whereas; in elite schools the satisfaction with the school environment lies 100% as strongly agree. It underscores that the satisfaction with the school environment of elite schools were go beyond as compared to govt. secondary schools.

Table 2. Comparison of Availability of Physical Facility of Furniture

Availability of physical Facility of furniture	elite Schools		Govt. Schools		Secondary	Total	
	Freq.	%	Freq.	%		Freq.	%
Strongly Agree	10	100	-	0		10	50
Agree	-		0	0		-	0
Agree	-	0	1	10		1	10
Disagree	-	0	5	50		5	25
Strongly Disagree	-	0	4	40		4	15
Total # of Respondents	10	100%	10	100%		20	100%

This table 2 illustrates the consideration of the availability of physical facility of furniture at elite schools and Govt. Secondary Schools. The highest group of respondents precised by this table is the 50% showed their responses as strongly agree. The group of respondents which are supposed to be second largest is the 25%, who responded as disagree. It shows that 100% respondents of elite schools were marked the option strongly agree, whereas; in govt. secondary schools, 50% respondents responded disagree and 40% as strongly disagree and 10% given neutral response. It stressed that the consideration of the availability of physical facility of furniture at elite schools were far beyond from govt. secondary schools.

Table 3. Comparison of Teacher Performance in both types of schools in District of Sukkur

Satisfaction with the Teacher performance	elite Schools		Govt. Schools		Secondary	Total	
	Freq.	%	Freq.	%		Freq.	%
Strongly Agree	10	100	-	0		10	50
Agree	-		0	3	30	3	15
Agree	-	0	2	20		2	10

Disagree	-	0	5	50	5	25
Strongly Disagree	-	0	-	0	-	0
Total # of Respondents	10	100%	10	100%	20	100%

Here in table 3, the comparison of satisfaction with the teacher performance at elite schools and Govt. Secondary schools are highlighted. The highest group indicated by this table is the 50% respondents under strongly agree. The group of the respondents who are said to be second largest is the 25% respondents under disagree. It presents that 50% respondents in govt. secondary schools show their response as disagree, 20% were neutral and 30% agreed, whereas; in elite schools the respondents were 100% strongly agree for having satisfaction with the teacher performance than Govt. Secondary schools.

Table 4. Comparison of providence of regular teaching guidance to teachers from Headmistresses

Providence of regular teaching Guidance to the teachers	elite Schools		Govt. Schools		Secondary	Total	
	Freq.	%	Freq.	%		Freq.	%
Strongly agree	10	100	-	0		10	50
Agree	-	0	-	0		0	0
Neutral	-	0		3	30	3	15
Disagree	-	0	6	60		6	30
Strongly disagree	-	0	1	10		1	5
Total # of Respondents	10	100%	10	100%		20	100%

Table 4 laid emphasis on showing the comparison of providence of regular teaching guidance to the teachers working at elite schools and Govt. Secondary schools. The highest group of respondents specified by this table is the 50% showed their responses as strongly agree. The group of respondents which are likely to be second largest is the 30% respondents, who responded as disagree.

It projects that in Govt. secondary schools the providence of regular teaching guidance to the teachers were recorded 10% as strongly disagree, 60% as disagree and 30% as neutral, whereas, in elite schools the providence of regular teaching guidance to the teachers lies 100% as strongly agree. It underscores that the providence of regular teaching guidance to the Teachers of elite schools was beyond as compared to govt. secondary schools.

Table 5. Comparison of Teacher Performance in both types of schools in District of Sukkur

Satisfaction with the Teacher performance	elite Schools		Govt. Schools		Secondary	Total	
	Freq.	%	Freq.	%		Freq.	%
Strongly Agree	100	100	-	0		100	50
Agree	-	0	40	40		40	20
Agree		0	25	25		25	12.5
Disagree	-	0	25	25		25	12.5
Strongly Disagree	-	0	10	10		10	5
Total # of Respondents	100	100%	100	100%		200	100%

Table 5 lays emphasis on showing the comparison of teacher's performance working at elite schools and Govt. Secondary schools. The highest group of respondents specified by this table is the 50% showed their responses as strongly agree. The group of respondents which are likely to be second largest is the 12.5%, 12.5%, who responded as neutral and strongly disagree. It projects that in Govt. secondary schools the teacher's performance were recorded 10% as strongly disagree, 12.5% as disagree, 12.5% as neutral, and 20% as agree, whereas; in elite schools the teacher's performance laid under 100% as strongly agree. It underscores that the teacher's performance of elite schools were go beyond as compared to govt. secondary schools.

Table 6. Comparison of School Performance in both types of schools in District of Sukkur

Satisfaction with the school performance	elite Schools		Govt. Schools		Secondary		Total
	Freq.	%	Freq.	%	Freq.	%	
Strongly Agree	100	100	-	0	100	50	
Agree	-		0	15	15	7.5	
Agree		0	10	10	10	5	
Disagree	-	0	75	75	75	37.5	
Strongly Disagree	-	0	-	0	-	0	
Total # of Respondents	100	100%	100	100%	200	100%	

Table 6 shows the comparison of school performance at elite schools and Govt. Secondary Schools. The highest group indicated by this table is the 50% showed their responses as strongly agree. The group which is likely to be second largest is the 37.5% under disagree. It shows that in Govt. secondary schools the school performance were recorded 15% as agree, 10% as neutral, and 75% as disagree, whereas; in elite schools, the school performance sticks on 100% as strongly agree. It highlights that the school performance of elite schools were much exceeded than govt. secondary schools in the perception of students.

Table 7. Comparison of School Environment in both types of schools in District of Sukkur

Satisfaction with the school environment	Elite Schools		Govt. Schools		Secondary		Total
	Freq.	%	Freq.	%	Freq.	%	
Strongly Agree	50	100	-	0	50	50	
Agree	-		0	-	0	-	
Agree		0	-	0	-	-	
Disagree	-	0	26	52	26	26	
Strongly Disagree	-	0	24	48	24	24	
Total # of Respondents	50	100%	100	100%	100	100%	

Table 7 shows the satisfaction of parents with the school environment at elite schools and Govt. Secondary Schools. The highest group of respondents précised by this table is the 50% showed their responses as strongly agree. The group of respondents which are supposed to be second largest is the 26%, who responded as disagree. It shows that in elite schools, the satisfaction with the school environment is highly recorded in elite schools as 100%, whereas, in govt. secondary schools, 52% respondents responded disagree and 48% had strongly disagree. It accentuates that the satisfaction of parents with the school environment of elite schools were exceeded as compared to govt. secondary schools.

Results of Chi Square

First Hypothesis

H0: Due to better facilities provision in elite schools' better environment of studies is provided.

H1: There is no significant relationship between better facilities provision in elite schools in District of Sukkur and better environment of studies.

Description			
Facilities Provision	Environment of Studies		Total
	Low Environment of Studies	Better Environment of Studies	
Low Provision	99	111	210
	78	132	
High Provision	137	193	330

	158	172	
Total	236	304	540

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e is an expected frequency

So here,

$\chi^2 = 8.2$ → **Calculated Value**
 $\chi^2 = 4.931$ → **Tabulated Value (at 0.05 Significance level)**

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

Results shows that the calculated value (8.2) is bigger than tabulated value (4.931), so here, we accepted the hypothesis that, "The high fee structure in elite schools in District of Sukkur is due to better quality of education."

Second Hypothesis

H0: There is no significant relationship between teamwork and coordination of teachers and headmistress in elite schools in District of Sukkur and better understanding in students.

H2: Better teamwork and coordination of teachers and headmistress in elite schools provide better understanding in students.

Description	Understanding in Students		Total
	Low Understanding in Students	High Understanding in Students	
Teamwork & Coordination of staff	Low	94	123
	High	83	134
Total	Low	136	187
	High	147	176
	230	310	540

Formula of Chi-Square is: $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Where:

f_o is an original frequency, and f_e is an expected frequency

So here,

$\chi^2 = 7.2$ → **Calculated Value**
 $\chi^2 = 3.983$ → **Tabulated Value (at 0.05 Significance level)**

According to thumb rule if calculated value is bigger than tabulated value, we rejected our null hypothesis and accepted our hypothesis.

Results shows that the calculated value (7.5) is bigger than tabulated value (3.841), so here, we accepted the hypothesis that, "The high fee structure in elite schools in District of Sukkur is due to better quality of education."

CONCLUSION

This study examined the factors that affect educational outcomes in elite and government secondary schools in Sukkur District, focusing on how the availability of facilities and teacher collaboration can enhance student learning. The results indicate that elite schools, with their superior facilities, create a significantly better learning

environment, which in turn boosts student engagement and academic performance. In contrast, government schools struggle with major infrastructure issues, resulting in a less supportive environment that negatively affects student motivation and success.

Additionally, the research revealed that effective teamwork and coordination among teachers and headmistresses in elite schools play a crucial role in enhancing student comprehension. The collaborative methods used in these schools allow for the adoption of more cohesive and innovative teaching strategies, which lead to improved academic results. Conversely, in government schools, where there is often a lack of coordination between educators and leadership, instructional practices tend to be less consistent, which hampers student learning. The findings highlight the urgent need for targeted interventions in government schools, particularly in improving infrastructure and promoting collaboration among educators, to ensure more equitable educational opportunities.

To improve educational quality in government schools, it is crucial to make immediate investments in infrastructure. Schools need to have modern facilities such as libraries, computer labs, and sports fields to create an environment that encourages student engagement and success. Public-private partnerships can significantly help in addressing resource shortages, providing more equitable access to quality education in both urban and rural settings.

Enhancing teacher quality is also essential for achieving educational success. Government schools should focus on regular professional development programs that emphasize contemporary teaching methods, technology use, and effective classroom management. Moreover, promoting a collaborative culture between teachers and school leadership is important for developing cohesive, student-centered learning strategies.

Lastly, boosting community involvement is vital. Involving parents in the educational process and fostering partnerships between schools and local communities will help ensure ongoing academic success and a well-rounded learning environment. These initiatives should be supported by policies that encourage fair distribution of educational resources, making sure that every child has the opportunity to succeed.

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