FACTORS PROMOTING EXCELLENCE IN SCHOOLS

Submitted by

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FACULTY OF EDUCATION, ARTS & SOCIAL SCIENCES
SARHAD UNIVERSITY OF SCIENCE AND
INFORMATION TECHNOLOGY,
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We approve the thesis of Mr. Wasal Khan under the title “Factors Promoting Excellence in Schools” submitted to Sarhad University of Science and Information Technology, Peshawar in partial fulfillment of the requirement for the award of the degree of Doctor of Philosophy in Education.

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FACULTY OF EDUCATION, ARTS & SOCIAL SCIENCES
SARHAD UNIVERSITY OF SCIENCE & INFORMATION TECHNOLOGY, PESHAWAR-PAKISTAN
JULY, 2012
Most surely this is the true explanation, and there is no God but Allah; and most surely Allah is the Mighty and the Wise
DEDICATION

Dedicated to My loving parents for their love and prayers; to my loving wife for her unending support and encouragement and to my children
Abstract of the Study

The study, “Factors Promoting Excellence in Schools” took cognizance of the pressing problem that there was widespread deterioration of education in Khyber Pakhtunkhwa Province of Pakistan. The stakeholders had many expectations from the secondary schools both in public (government) and private sectors. The parents also needed feedback and authentic information about the criteria of excellent schools. It was therefore considered imperative to identify factors that promoted excellence in schools on the basis of information obtained from review of global literature as well as the feedback provided by stakeholders in the form of their responses. The items included in the opinionnaires and interviews for principals, teachers, parents and students were mostly derived from the authentic sources that were studied.

For the purpose of obtaining relevant information from participants items were mentioned under different categories such as school specific statements, school improvement strategies and the skills of effective principals.

The population of the study included 247 principals/headmasters, 2964 teachers, 494 parents and more than 10,000 students of 10th class in total number of 247 boys’ high schools in Peshawar City including 27 schools in public (government) and 220 in private sector in Khyber Pakhtunkhwa province of Pakistan. The sample included 30 principals, 60 teachers, 600 students of 10th class and 60 parents.

The primary data were collected through opinionnaires administrated to principals/headmasters, teachers and students, while closed-ended interviews were held with purposively selected parents. The results of Board of Intermediate and Secondary Education Peshawar for 10th class of the sampled schools for the last 03 years (2008-10) were also made part of secondary data.

The data received both quantitative and qualitative treatment. The quantitative analysis applied statistical measures to some of the aspects of the collected data. The data were analyzed with the help of tables and graphs and rendered meaningful with discussion and interpretation. The qualitative data were placed under different patterns and categories for discussion.
The outcome of the study indicated that excellence was multi-dimensional phenomenon and, therefore, many factors collectively contributed to effectiveness of school. The most important factors included relevant curricula, devoted and well trained teachers, co-curricular activities, effective principals, collegiality of teachers and the needed infrastructure. The interventional role of principals also made difference in school effectiveness. They could intervene in matters of instructional supervision, efficient administration, promoting collegiality of teachers, and including them in decision-making processes. The positive school-community relationships were also instrumental in school effectiveness. The study found that excellent schools had effective classroom interaction, stakeholders’ consideration that it was better school for teaching-learning and both teachers and students were proud of the effectiveness of their schools.

The recommendations of the study were a set of general and specific factors developed on the basis of review of literature and responses of subjects of different categories. They included a focus on within and out of school factors such as leadership skills of principals, qualified and devoted teachers, better school environment and infrastructure as well as effective school-home relationships. The study answered all the four research questions that were posed in the study.
Acknowledgements

All the praises are for almighty ALLAH, the Most beneficent, the Most merciful, Who gave the researcher the strength enough to complete this painstaking, time consuming and laborious task.

The researcher is indebted to his supervisor, Professor Dr. Mohammad Iqbal, for his patience, consistent efforts, encouragement and frequent feedback in correcting and recorrecting the draft of the report, which facilitated him to complete this arduous task in the shortest possible time. He is also grateful to external evaluators for their feedback and valuable suggestions for improvement.

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His special thanks are due to his beloved wife, for her continuous support and good wishes. His brother, Mr. Jehanzeb, deserves special thanks for motivating him to get higher education.

Last, but not the least, his thanks are due to his parents for their unending love, sacrifices, prayers, help and support and above all for providing him good education.
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List of Abbreviations

B Ed   Bachelor of Education
BISE  Board of Intermediate and Secondary Education
M Ed   Masters of Education
UNESCO United Nations Educational, Scientific and Cultural Organization
NEP National Education Policy
NGO  Non-Government Organizations’
Ofsted Office for Standards in Education
GO’s Government Organizations’
HEC Higher Education Commission
PTAs Parent Teacher Associations
SPSS Statistical Package for Social Sciences
TLRP Teaching and Learning Research Program
UNO United Nations Organisation
US United States
VECs Village Education Councils
WB World Bank
EP Effective Principal
ES Effective School
CHAPTER-I
INTRODUCTION

1.1 Background

Education is regarded as an enterprise. Its two aspects of internal and external efficiency lead to excellence in schools. The purpose of education is to produce the number and type of students, who have the knowledge and skills required for actual work market. As such the outcome of the school system should commensurate with the investment of all types of resources in that enterprise.

Pakistan continues to face major challenges in meeting the educational needs of its citizens. Today, approximately 20 million school age children do not have access to quality education and literacy rates are extremely low (69 percent for men and 44 percent for women). Low attendance rates, inadequate infrastructure, and poorly trained teachers perpetuate these serious gaps in education, while limited government capacity, inadequate funding, poor coordination between national and provincial governments, and security concerns impede public efforts to improve the situation. (USAID (2011) Education Program in Pakistan).

The study was justified on the basis of rationale that deteriorating quality of education is a matter of concern and anxiety to all. Needless to say that public, in general, students, teachers and parents, in particular, have social and moral responsibilities to recast education system in order to make it compatible to the growing needs of stakeholders. It is also important because the world’s scenario of education is reshaping itself to meet the challenges and concerns of globalization.

1.2 Multi-dimensional Nature of Excellence

Excellence in school is an ideal, multidimensional and holistic approach. It covers all the aspects of learning on the part of the stakeholders of education for visible, lucrative changes is the behaviour of learners towards the goal of becoming effective citizenry and better human beings.
Its essentials include developing a love of learning, critical thinking, problem-solving skills, aesthetic appreciation, curiosity, sense of research, creativity, interpersonal competence and even much more than what can be idealized for perfection. There is always room for improvement and excellence in education, it is a step further to competence.

According to Sergiovanni (1983) excellence is multi-dimensional in nature. It is not only the achievement of high scores but many other factors that contribute to effectiveness of schools. The important elements that usually contribute to excellence include curriculum and instruction, assessment and evaluation system, physical infrastructure, academic facilities, learning and human resources, finance and management, research and scholarship, community links and outreach.

Important elements are briefly supported by the following description:


Assessment: Rita Berry (2001) stated, “The process of collecting, synthesizing and interpreting information to aid in decision making is called assessment.” Assessment should be regarded as an integral part of teaching and learning requiring careful preparation that leads to further activities as a result of the information gained. The time and effort required to check children’s work, to monitor their progress and to measure their achievements is only justified if assessment makes a constructive contribution to the quality of teaching and learning. In addition, the evidence from systematic assessment enables the school to provide parents and others with useful and reliable records of pupils’ achievements.

The purpose of evaluation is to validate or ensure that the goals of instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects. Summative evaluation provides information on the product’s efficacy (it’s the ability to do what it was designed to do). For example, did the learners learn what they were supposed to learn after using the instructional module. Summative evaluation is typically quantitative that uses numeric
scores or letter grades to access learners' achievement.

Any assessment of the effectiveness of a school needs to be recognized as multi-dimensional and cannot be judged by a single indicator. There are other factors like curriculum design, delivery of educational services, classroom climate, school and classroom organization, library, laboratory, playground, electricity, gas and water, toilets, boundary walls which do influence the effectiveness of the school system.

**Physical infrastructure**

The design of a school building and the provision of others physical facilities cannot insure that the educational program will be a superior one, but a poorly planned facility can greatly impede the development of an excellent program in all areas of the curriculum. The physical facilities should cover all the needs of various subjects being taught in the school, the level of education and ages and population of the students.

**Academic facilities** are essential for contributing to excellence in education but also in other departments.

**Learning resources** along with classrooms mainly consist of school library well equipped with books and other related facilities. School laboratory equipped with materials and necessary equipments. Other requirements are instructional technologies and audio-visual aids (modern equipments like computer and internet etc).

**Human resources** are the individuals who make up the personnel of an institute.

**Finance and management** are the two important pillars for raising an educational institution to the edifice of excellence.

**Research** is needed in all the educational process for improving the quality of education.

**Community links** with school is of paramount importance as schools-children come from that community. When community is involved in school related matters, it yields better results not only for the school and children but also for the betterment of community/society and the mutual interaction helps improve the school effectiveness.

Teaching is a process of changing the behaviour of students in desired direction. This process comprises four main elements: instructional objectives, changing behaviour, instructional procedures and evaluation. In education, the effectiveness of an
instructional programme is always judged in the light of a product. In broad terms the very purpose of the instructional process is to help students in a fairly wide range of subjects which are obviously related to the objectives.

National Education Policy (2009) documented that improvement could be brought about in the education system through well trained, devoted and committed teachers, a curriculum that meets the national and international standard, a proper assessment programme and an adequate learning environment. The most important element that is missing is quality of teacher.

1.3 School Effectiveness

According to Iqbal (2005) the term ‘effectiveness’ has also been used for ‘excellence’ in the literature of education. It was documented that excellent schools came up to the standards of effectiveness, only when they met the high expectations of the society by their best accomplishments for which both teachers and students worked harder than what was commonly expected from less effective schools. However, schools reaching to the apex of excellence took time which required persistent efforts for changing conditions, and painstaking approaches for maintaining the complex processes and relationship within and outside the schools. The popular research has recognized that attempting to improve the quality of personal relationships among stakeholders improved school climate, staff morale, and public confidence in schooling, contributed to effectiveness of schools.

The achievement scores can be raised without increased student learning through formal education because that is the only way of learning to which students are exposed in academic institutions. In excellent schools, good school programmes aim at promoting sustainable commitment to educational outcomes, which are not restricted to test scores. They go beyond this objective because increased student learning does not automatically take place simply on the basis of concentration on test scores. In other words, merely high-test scores are not the only indicators of excellence. It should rather be reflected in other different ways that students in excellent schools have received the education, which
is needed and value-oriented in terms of the stated objectives of educational programmes of a country.

It is common experience that those schools are considered successful where most students have the advantage of high-test scores and comparatively better academic achievements in lower grades. For them there is an easy fit between the students’ and the schools’ goals for education. Schools, on the other hand, are unsuccessful places for those students who are below average in academic skills, failing one or more subjects, or socially isolated, or without clear goals for life and further education.

1.4 Role of School Leadership

Leadership plays a vital role in effective and good schools. Effective schools’ important requirement is to have honest and motivated leaders, backed by dutiful deputies and heads, other staff members and auxiliary staff in school. Good leader knows how to improve his/her own school. He/she has clear goals and commitment to bring about success in his/her school. He/she takes risk in trying new ways to encourage learning and motivate students. A good leader has an eye on various activities for the betterment of his/her school. Along with a good leadership, able, committed and good teachers are also essential for effective schools.

According to Sergiovanni (1983) effective schools like other human enterprises, grow over a period of time, through persistent efforts for changing conditions and painstaking approaches for maintaining the complex process and relationship within and outside the schools. It has been documented by research that attempting to improve the quality of personal relationships among stakeholders improves school climate, staff morale and public confidence in schooling.
1.5 Structure of Education

The following is the structure of education system in Pakistan:

<table>
<thead>
<tr>
<th>Level</th>
<th>Schooling</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary</td>
<td>Five years</td>
<td>5-9 years</td>
</tr>
<tr>
<td>2. Middle</td>
<td>Three</td>
<td>10-13</td>
</tr>
<tr>
<td>3. Secondary</td>
<td>Two</td>
<td>14-15</td>
</tr>
<tr>
<td>4. Higher Secondary/Intermediate</td>
<td>Two</td>
<td>16-17</td>
</tr>
<tr>
<td>5. Higher (College)</td>
<td>Two</td>
<td>18-19</td>
</tr>
<tr>
<td>6. Higher (University)</td>
<td>Two to Five</td>
<td>20 and above</td>
</tr>
</tbody>
</table>


1.6 Secondary Education

The secondary stage of education is divided into the middle school level (Grades 6 to 8) and high school level (Grades 9 to 10). The secondary education curriculum is heavily based towards general education. Though there is a vocational and technical education system from the middle school level onwards, only a small proportion of the students opt for it. The current trend is that about 60 to 70 percent of secondary students are enrolled in the arts, science, technical and vocational courses.

There is a need to diversify secondary education if it is to play its functional role of equipping the students with relevant skills for employment. The majority of students whose formal education terminates at the end of this stage do not have the survival sills to enable them to find gainful employment in the modern sector of economy nor are they prepared to work in the traditional economy such as agriculture or crafts.
1.7 Nature of Secondary Education

According to Raja S. H. (2002) secondary education plays a pivotal role in determining the effectiveness of a national system of education. Advanced countries are concentrating their attention on research to solve ever-increasing problems of secondary school students at secondary level and bring best solutions for them, so that they concentrate more upon their studies, as most of skilled manpower of a nation, are trained before ending of their high school years. The quality of higher education is mostly dependent on the quality of secondary education, as many skills for their future are developed in this stage of learning.

1.8 Role of Secondary Education

The role of secondary and higher secondary schools has been defined by National Education Policy (2009). According to which basic purpose of the system is to make each and every individual an active member of the society. Even the students who fail to continue their studies due to some reasons; may be able to adjust themselves in society. The system is required to equip students with some skills at that level that should help them earn their livelihood. But unfortunately, the students who quit in the middle become good for nothing and thus become burden on the society. Such students neither have higher qualification to do some official work nor have a skill to survive. So the system should have basic education helping those students who go for higher studies and the ones who are unable to continue their academic career.

1.9 Studies Related to Excellence in Schools

There exist many studies that focus on excellence in schools. According to Thomas J. Sergiovanni (1983)

“Competence, by contrasting, is marked by mastery of certain predetermined, essential fundamentals like, in playing the harmonica; the player achieves mastery and thus is able to play the notes unmistakably and delivers a performance recognized as technically competent.” He further stated:
In excellent schools, things ‘hang together’ a sense of purpose realize people to a common cause; work has meaning and life is smooth and significant; teachers and students work together and with spirit; and accomplishments are readily recognized. Excellence is more than high morals, high test scores or getting distinctions. It is all of these and more.

1.10 Problem Statement

It was generally believed that the education system of Pakistan, in general, and Khyber Pakhtunkhwa, in particular, was in shambles. Barring a few exceptions, the schools in Khyber Pakhtunkhwa direly needed improvement. Turning schools into Centres of Excellence required identification of factors that promoted effectiveness and excellence.

The study attempted to identify those factors on the basis of such parameters that constituted basic elements for excellence. Those were identified from different sources of information including literature review, books, journals, internet sources and personal data bank of the researcher. The stakeholders’ input also constituted to the outcome of the study.

1.11 Objectives of the Study

The following were the specific objectives of the study:

1. To provide basic information to teachers and students about excellence in the schools.
2. To identify factors that can contribute to excellence and effectiveness of high schools.
3. To make a comparative analysis of public (government) and private sector high schools.
4. To find out gaps in different approaches and make appropriate recommendations for improvement and effectiveness of school strategies.
1.12 Research Questions

The following research questions were examined in the study:

1. What factors promoted excellence in boys’ high schools both in public and private sectors?
2. What, in global and local perspective, are parameters for attaining excellence in schools?
3. What are the comparative achievements of students in the Boards’ results of 10th class in high schools included in the sample?
4. What implementable suggestions the study can make for reaching the high schools to the apex of excellence?

1.13 Need and Significance of the Study

The present study was prompted by the consideration to bring viable change in the policy of ranking the schools in terms of effectiveness. It promoted awareness among stakeholders about the factors that contributed to excellence in schools. It was also found useful for educational policy-makers in formulation of policies for school improvement at the secondary level. The implementation of the outcome of the study should help improve the quality of education at the secondary level.

1.14 Delimitation of the Study

Boys’ High Schools both in public and private sectors in urban area of Peshawar City, Khyber Pakhtunkhwa, Pakistan, were included in the study. Rural areas and Girls’ high schools were excluded from the purview of this study.
CHAPTER-2
REVIEW OF LITERATURE

The purpose of reviewing relevant literature and documents is to provide a background to the study to indicate what other people did in similar and identical situation. The review also helps in broadening and clarifying the vision of the person who involves himself/herself in research activity in any discipline of education or other social sciences. The review of literature also helps the study to fit the problem in the general framework of research. According to Borg and Gall (1989) the review of literature is an important part of the scientific research.

2.1 School as an Organization

Schools is a social organization by virtue of the fact that the principal, the teachers and the students have common interest involved in the school-based activities for which they coordinate their efforts for the welfare of the students. The objectives of the schools ought to be formulated on the basis of shared efforts of those forming an organization.

2.2 Secondary Education

Secondary Education is generally expected to play an intermediary role between basic education and further higher education, as well as to perform an important role by providing necessary manpower for the development of the country. Raja (2002) has quoted Zaghloul in asserting that secondary education “has the unenviable privilege of occupying a mid-way position;

- Between primary and further education as a structure;
- Between childhood and adulthood as to its clientele; and
- As to its content, between pure and applied knowledge.”
2.3 Quality Issues in Education

Quality education refers to the extent to which the educational system meets or tends to respond, to the economic needs of the society. Quality refers to pupil performance, or standards of attainment in different school subjects. The complaint about a decline in the quality of education means that standards of attainment are believed to have fallen: that the average level of achievement as established through examination results; or other norms of scholastic achievement, are thought to have gone down.

Imran M., et al (2008) stated that the quality of education should be understood in an appropriate manner, keeping in view the changeable organized setting in which the schools are operating. The development framework of the zone in question provides the external environment. The operational setting in which the schools function provides the internal environment in the schools and is reflect through infrastructural facilities; human resources; teaching learning process and students’ gains.

The process of improving educational standards and students’ learning outcomes requires a sustained and regular approach. The status of teaching learning process can always be improved with innovative approaches and factors to be developed through research. Government reforms and initiatives over the last ten to fifteen years have been focused on putting a floor under educational standards. Establishing curriculum frameworks and testing have achieved this. To make those effective, short term planning in the form of target setting plans aimed at improving standards has gained increasing importance.

There is abundant empirical evidence to demonstrate inputs; outputs and processes which should affect the outputs of the educational system. But, while we acknowledge that these important casual linkages exist, it is important to recognize that the availability of information describing these three areas is no guarantee that we will be able to improve the quality of education. Thus, the availability of information by itself often restricts our knowledge of the education system to an assessment of current status.
For this reason, educational status indicators constitute a passive information system rather one that leads directly to a strategy for raising the quality of education.

In order for information to be used to improve the quality of education through better decision-making, there must exist a sound theoretical or conceptual framework that ties decisions that use this information to higher quality. Thus, one needs to tie the various policies, processes, and inputs to the outputs that are being produced. Only in this way can one convert information into sound strategies for raising the quality of education.

According to National Education Policy (2009) the education system unable the students to know their hidden talent and skills, so that they may be able to play their role in the development of the society. He should be a patriot thinking all the time about the wellbeing of his country. He should be a man of character, possessing quality of tolerance, social justice, democracy, knowing its culture and history. He should be well aware of the ideology of Pakistan i-e the purpose of its creation, and the goals that are set by it for its citizens.

2.4 School Effectiveness

School effectiveness in the context of Pakistani education system has always remained the primary concern among educators and the public in general during the last over 20 years. It is the extent to which the goals of an institution are achieved. It is the ability or the quality of a school to be successful in achieving its desired ends and in preparing students to reach their potential for the next stage of life. More specifically, it is a system of schooling that meets national needs and economic process that is always conditioned by the history and circumstances of its evolution.

Schools are meant to provide quality education to all the students, irrespective of colour, caste and creed. Students coming from various backgrounds should not feel deprived at any stage of their educational life. They all should have an equal opportunity of acquiring education. To have such kind of atmosphere; proper planning is needed
every year. Effective schools promote the teaching learning purposes. The society demands quality education for their children. The system should ensure all-round development of a child. He should not only have a skill required for a profession but he should be well organized and active member of the society, so that he may be able to play his role effectively in the development of his country. Effective schools try their level best to perform according to the wishes and demands of the society. The students and teachers at such schools work hard to meet the desires of the parents, whereas teachers and students at the less effective schools do not go through such turmoil.

The teaching methodology, different activities in the class room and the home work that is given to the students show, how effective the teaching and learning process at a school is. A school is considered an effective school that provides its students with various services. The most important of the services is the guidance and counseling services, which plays a vital role in the smooth functioning of the schools. A school comes areas such students, who hate to be in the school for one or the other reason, and thus creates problems for the schools. Such a student is in need of counseling that really makes him a normal student. Guidance and counseling really helps a school to be effective in achieving its goals.

An ineffective school, can be made effective one by providing it with a devoted, committed and quality principal, the teachers who use their skills and work earnestly to bring their students above the surface, a friendly environment that helps in producing students teachers relationship, and a well planned system of monitoring the teachers and students performance, and helping and assisting the teachers and the students to overcome their short comings.

2.5 Promotion of Excellence through Good Governance

Governance refers to the extent to which the school had established structures that allowed for parents and community to be involved in decision making relative to school policy. Marzano (2005) quoted Tangri and Moles (1987, p.520) explained the rationale for parent and community involvement in school governance when they
documented that the concept of parent [and community] participation in educational
decision making was closely linked to democratic ideals of citizen participation in the
affairs of government.

Good Governance owes itself to effective management processes. Educational
management demands an active exercise for development of practice and procedures,
which suit the environment in which an organization works.

In general school managers are described by their leadership skills. Leadership is
the skills with which a leader mobilizes the staff to meet organizational challenges where
they could not be handled by the administrative orders, rules and management
procedures. It is through the leadership qualities and skills that a leader looks for ways to
motivate, develop, inspire, and guide the staff instead of pushing them simply to report
compliance to rules and orders. It is contrary to the principles of administration where it
subjugates individuals to the order and dictate of bureaucracy. Leadership fosters
qualities that help an organization to achieve its goals by identifying and using individual
talents for common good of the organization. It is through this mechanism that faculty
could be pushed forward to strive hard for achieving excellence.

There is a general feeling that the quality of education has deteriorated rapidly
and the present system has not responded to a large number of inputs made for raising the
quality. The question of quality is directly related to the quality of teachers and students
and the support services provided to them by the educational institutions. The level of
competence of teachers, curricula and the standards of students’ intake are the main
contributing factors in the deteriorating quality of education. However, inadequate
funding for students’ support services, libraries, journals, books, ill-equipped laboratories
and lack of repair facilities for equipment and non-qualified staff are considered to be
crucial factors in the low quality of education. Salaries and other allowances consume the
university budget, and thus little is left for the items so essential for raising the quality of
education. Budget for practical training and research is negligible.
2.6 Ingredients of Special Schools

In an excellent school, the population including, among others, the principal, the teachers and the taught have a common cause. For them work has a significance and life is work. Both teachers and students have effective interactions and they complete their different assignments in time and with a spirit that shows their enthusiasm for achievement of the stated objectives of the school. That is why their individual and collective accomplishments are readily recognized. The excellence of effective schools does not solely emanate from a single factor of high morale, or of students’ high achievements, or high pass percentage but it is the net result of all these and more.

Excellence is identified with effective schools which, like other human enterprises, grow over a period of time, through persistent efforts for changing conditions and painstaking approaches for maintaining the complex processes and relationship within and outside the schools. It has been documented by research studies that attempting to improve the quality of personal relationships among stakeholders improves school climate, staff morale, and public confidence in schooling.

Ed Balls (2008) stated that the distinctive contribution of good schools was excellent teaching and learning, which also helped children to develop confidence, learn about teamwork and leadership and about responsibility and successful relationships. As a vital community resource, schools could offer wider opportunities for children and their families to take part in sport and cultural activities. Good schools have an understanding of the whole child and are place which can identify and address emerging problems before they become more serious.

The school excellence is considered through its effectiveness with a view to its exception beyond the satisfaction. This standard is achieved by the mutual collaboration of students and teachers in a way that highlights expectations of the society in comparison with those teachers and students of less effective schools.

A study conducted by a forum called Teaching and Learning Research Program (TLRP) in 2006 highlighted the most important purpose of learning and reported that it
was to make a person able to unfold his internal qualities. While, on the other hand, required teachers to keep in mind previous knowledge of the learner. The study also reported that teachers should perform different activities in the class in order to make the environment of the class healthy by discussing and solving the pupil’s social and emotional problems by which a teacher can make the learning effective.

The prominent aim of learning and teaching is to improve learner confidence. For this purpose a teacher should acquire special strategies and performances in order to bring positive changes in learner behavior to improve learning, and pupils should be guided to construct relationship and transmit or share knowledge with other to improve learning. In this way a learner would be able to share his knowledge and to attain new information, the forum added.

Daggett (2005) stated that incorporating more thorough and relevant instruction in classrooms was a realistic goal and could yield immediate results in students’ eagerness to learn. When students were engaged in the learning process, real achievement took place, and their chances to shine at what they did increase. He added that persistent efforts played a major role in achieving such excellence. Besides, consistent efforts had been made with in and outside the school in maintaining such complex process. Research studies revealed that a good/ideal relationship among stakeholders not only affected the school environment but also enhanced staff morale and public confidence and satisfaction in specific institute regarding education.

Generally, those schools are valued high where students achieved high test scores due to matching attributes between students and school objectives. On the contrary, those schools that have students below average, socially isolated or do not have vivid objectives in their life regarding further education, are ranked to be a low valued.

Parents’ preferences are generally for those schools where most students have the advantage of high-test scores and comparatively better academic achievements in lower
grades. For these students there is an easy fit between the students’ and the schools’ goals for education. Schools, on the other hand, are unsuccessful places for those students who are below average in academic skills, failing one or more subjects, or socially isolated, or without clear goals for life and further education.

2.7 Characteristics of Excellent Schools

According to Iqbal (2005) excellent schools are recognized by the following characteristics:

- Significant work.
- Fruitful interaction between teachers and students.
- Finishes all the assignments in time with zest to achieve school’s objectives.
- Both the students and the school’s successes are easily distinguished.
- The acquisition of excellence in school is not dependent upon individual effort whether it is on part of school or student; but a collective endeavour leads to achievement.
- Curriculum and co-curriculum programmes enhance long term assurances boundless to test scores.
- High test score are not the only sign of excellence, but it can be indicated through different ways regarding value oriented results that are helpful to the selected objectives of school.

Iqbal (2005) also listed the following characteristics of excellent schools:

- Standard of effectiveness should be met.
- The society’s higher anticipations are met through the best achievements of these schools.
- Having strong culture and clear sense of purpose are two main approaches.
- Regarding achievement of basic objectives of school, teachers and other staff are provided with appropriate aim.
• The school environment comprises of the interactive belief of different mutual forces of the society regarding parents, teachers, students, and community.

For effective teaching and learning TLRP (2006) highlighted the following main points:

1. Equips learners for life in its broadest sense.
2. Engages with valued forms of knowledge.
3. Recognizes the importance of prior experience and learning.
4. Requires the teacher to scaffold learning.
5. Needs assessment to be congruent with learning.
6. Promotes the active engagement of the learner.
7. Fosters both individual and social processes and outcomes.
8. Recognizes the significance of informal learning.
10. Demands consistent policy framework with support for teaching and learning as their primary focus.

According to James. M and Pollard. A (2006) “Promoting the learning and achievement of pupils is a main aim of school education. Teaching is the main way of achieving this. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies.”

According to Teaching and Learning Research Program Organization (2006) findings confirmed that pupils, teachers and schools required a sense of purpose and agency, active engagement, an attitude of critical inquiry, and the motivation, will and knowledge to bring about change. But they could not do that alone; Communication and collaboration were at the heart of learning and change, between pupil and pupil, pupil and teacher, teacher and teacher, teacher and parent, and teacher and researcher. Communication and collaboration between practitioners and policy-makers were also vital, which contributed helpfully to that conversation too.
Daggett (2005) described excellence as something that prepared students for the global challenges. It enabled students to compete with students around the globe. His suggestions in this regard had surpassed the U.S. education system that did not fulfill the needs of the students of the modern world. In spite of the great efforts by the educators, the U.S. education system was a failure for the reason that the syllabi and goals set by the system limited the students to the national interests only and deprived the students from the success, they really expected from the system. Though such students were good at some skills but a total failure at the global level. Daggett declared that the education system did great injustice to its students by limiting them to the areas of national interest only. No doubt such students were skillful in that particular area and scored high marks also but those marks did not fetch them any success, when they competed with the students around the globe especially with someone from China or India.

Regarding ‘discipline and attendance’, Cyril Taylor and Conor Ryan (2004) argued that the teachers got frustrated and became angry when they read criticism in the media about their schools. The teachers and administration were blamed for not achieving good results, yet little attempt was made to understand the problems which the school faced.

Taylor and Ryan (2004) quoted Atkinson, Sir Dexter Hutt, Hayden Evans, Tony Broody had listed some of the following ways in which the school administration sought to turn their school into calm and orderly center of learning:

1. Have clear sanctions
2. Be visible
3. Bring back to the school uniform
4. Don’t tolerate truancy
5. Be firm on substance abuse
6. Get the basics rights
7. Make the curriculum relevant
8. Use sports to improve behaviour
9. Bin it don’t drop it
10. Win the support of parents
2.8 Principal’s Interventions for Excellence

The principals intervene in school affairs through their multi-dimensional roles and help achieve excellence through effective administration and institutional leadership by developing a vision for future expectations and translating it to staff in terms of objectives.

2.9 Schools Identified With Effective Principals

According to Iqbal (2005) effective principals make allocations of funds and materials in such a way that maximized teaching effectiveness and, in turn, students’ achievement. Moreover, they selectively and systematically applied support mechanism such as proper scheduling, careful assignment of teachers for academic and co-curricular duties, and the dispensing of recognition to achieve these ends. To them good environment in an educational institution was that which increased students’ learning and development. The more-effective principals took time to see what was going on in the classrooms. They provided teachers with written feedback after every observation. They talked with them about areas, which needed improvement and told them how such improvement could be brought about.

2.10 Collegiality: A Mechanism for Excellence

The nature of relationship among the adults who inhabit educational institutions has more to do with quality, character-building of students, achievement of the educational programmes and the professionalism of the teachers than do any other factor in public education system. In other works the success of a school depends on the effective and positive interaction between the principal and staff, between teacher and teacher and teacher, between teachers and parent, an also among the students themselves. To prioritize these interactions, the principal is the key person and, of course, in better position to influence these different relationships. It is through better collegial and professional relationship of teachers that schools are considered better places for learning. The principals can convert adversarial relationships among teachers with the help of leadership skills.

- Enhances pupils’ outcomes
- Focuses on teaching and learning
- Builds the capacity to take charge of change regardless of its resources and defines its own direction
- Assesses its current culture and works to develop positive cultural norms
- Has strategies to achieve its goals
- Addresses the internal conditions that enhance change
- Maintains momentum during periods of turbulence
- Monitors and evaluates its process, progress, achievement and development”.

Regarding ‘parental educational support’ Crowder et al (2004) stated, “It is well known that parental income, education, and occupation have relatively strong effects on all markers of educational attainment”. Bouchey and Harter (2005) considered school children support from both parents and teachers important in their academic performance. Willms (2004) stated, “Successful schools differ in several small but perhaps important ways, such as greater teacher autonomy, formal student assessments, and a strong disciplinary climate”.

Zaff and Tomkowicz (2003) reported that ‘peer influence’ played vital role in educational attainment, first were the educational plans of one’s friends, while second was the academic orientation of one’s peers.

2.11 Motivation for Teachers

It has been generally believed that there are a number of factors which motivate workers such as achievement, recognition, responsibility, pride in work and growth or advancement. A worker is motivated when his achievement exceeds the given target. Likewise a teacher, whose students are acknowledged by the excellent achievement they demonstrate in an examination, provides him an extra motivation force. He is further encouraged when his achievement is officially and publicly recognized. He feels
empowered and responsible figure with a sense of pride in his extraordinary achievement. These are forces of real motivation for workers and teachers. These are intrinsic to the work itself. But, there are other so-called hygiene factors such as management policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security of service which also contribute to motivating teachers toward improved performance. Motivator factors are regarded by experts to be the primary cause of satisfaction, and hygiene factors are causes of unhappiness and unrest. Pay incentive does not necessarily motivate but can be the source of dissatisfaction. It is through motivated teachers that we can improve schools and bring it in the zone of acceptance of stakeholders.

2.12 Classroom Management

Marzano and Pickering (2003) identified the following aspects of effective classroom management

- The design and implementation of classroom rules and procedures.
- The design and implementation of appropriate consequences for violations of rules and procedures, and
- The element that addressed the relationship between teacher and students.
- More specifically, to establish an optimal relationship with students,
- A teacher was expected to exhibit two types of behaviors:
  1. Those that communicated appropriate levels of dominance regarding teacher incharge in providing behavioral and academic guidance, and
  2. Those that communicated appropriate levels of cooperation.

According to Ofsted (2003) “In establishing and maintaining the ethos that underpinned boys’ progress, the personal leadership and clear vision of the head teacher were significant factors, often with strong support from key staff, such as deputy head teachers and subject leaders. All shared the same values of promoting excellence and securing the inclusion of all pupils in a culture of continuous improvement.”
Fink and Resnik (2001) argued that the core of instructional leadership was the solid knowledge of the processes that governed teaching and learning, supplemented by leadership skills such as recruiting the right teachers for the post, creating a culture of learning, which included all members of the school community.

Kraemer (2001) stated that politicians, administrators and educators had long contemplated the essential ingredient, necessary to nurturing students’ progress and excellence. Little did they know that achieving excellence (and student success) simply required two essential components. The first was a structured, field tested, research based curriculum. The second was a highly qualified and skilled teacher who was able to deliver the curriculum in an effective manner.

Ahuja (2007) quoted Duke and Trautvetter (2001) stated, “A high degree of autonomy is more likely to generate a unique culture and an inspired commitment to the success of the program”. In addition to strong administrative staff, a quality teaching staff is vital to an “effective school.”

Goddard and Goddard’s study (2001) carried out of elementary urban schools provided initial evidence that collective efficacy was an important school contextual feature and was systematically related to teacher efficacy. The current era of high-stakes accountability called for the development of the leadership that could create belief in the possibility of success in urban schools and the realization of the goal of improved student achievement.

Thompson (2001) says that the progress, success, and achievements of the students show that the excellence has been achieved by the institution. Education is a teaching and learning process and if the students are conceiving the ideas being taught to them, making use of their potential, acquiring the set goals and skills, one can say that the excellence is in work. Therefore, the students’ success and the achievement of excellence are two sides of a coin. Thompson further stated that direct instruction and highly-skilled
educators are necessary to the achievement of excellence. Both components promote student success; which, in turn, makes teacher and student excellence attainable.

2.13 School Improvement

Hopkins, D (2001) while quoting Gray et al (1999) made multiple approaches to the definition of ‘school improvement’. The crux of those definitions was that to make the schools better places for the teachers and taught.

Barth (1990) has listed the following assumptions for school improvement:

- The educationist or the people that can help providing a better environment to the school must activate effectively so that the school can improve, although they have the capability.
- The children who are inhabit of going to school or those who are adopting it can learn and continue learning by sharing each others knowledge as school provide the platform for learning whether the working conditions are supportive or not.
- Learning is dependent mainly on the need, purpose and conditions.
- Effective schools can improve culture, quality of interpersonal relationships and quality and nature of learning experiences.

2.14 School Improvement Strategy

In order to ensure that public schools perform effectively and achieve excellence, there would always, be a need for effective system linkages. Dalin (1994) mentioned the following strategies:

1. The schools should be creative while making the policy or setting the strategy and it should be practical enough to be acted upon.
2. While appointing a responsibility at any level for making and implementing rules a supposed structure should be sorted out, but that structure should be closer to the reality on ground.
3. The applied formula in this tangled education system, the effective source should be marked but it should not be political whether at national or district level.
4. For an effective communication rules and strategy should be clear and easy to be followed.
5. The administrator should be the facilitator at the same time and must be able to provide the accessories needed but should not hinder or disturb the local hiring system.

2.15 Educational Change

According to Fullan (1991) educational change was identified with the following steps:

1. Learning process moves toward betterment by applying new methods and modifying the teaching.
2. Students can be encouraged and their learning can be enhanced by bringing advancement to the syllabus, teaching methods and objectives the most important assessment methodology.
3. Acquiring up-to-date Knowledge.
5. Modification in values and beliefs.

2.16 Future Strategies for Education

It is imperative for the public education system of the country to foresee the future needs of education in terms of magnitude and diversification. In other words access, quality and diversification would be the challenges to be faced by the education system if it has to push forward schools towards excellence.

Societal needs and wishes for variety of purposes determine these changes, which consequently reshape the role of the education that it has to play for the overall development of the country. This requires the development of new strategies for education, which are translated in the educational policies and developmental plans of a country.
The world is now being converted into a global village and there appears an obvious change in the thinking and life styles of people. The recognition of ‘truth’ as distinct from ‘false’ is becoming the goal of the people of the 21st century, which, despite the societal evils at war with divine forces, is likely to usher an era of peace and spiritual happiness to the people, who are positive in their life styles; straight-forward and lovers of truth and beauty in life.

It therefore, seems advisable that our education system recognizes this need and foresees the educational priorities of the country before it is too late to compete with the world. It is for the social scientists and reformers of education to read between the lines and predict for us the future that we shall need for future generations.

The education policy-makers and administrators should play an effective role to come up to the expectations of the public and future needs of the society by adopting the needed measures to raise the schools to the apex of excellence for providing quality education to the taught.

2.17 The Interventional Role of Community

The literature on school community relationship documented that it was also one of the factors that contributed to bring the school to the level of acceptance by community. The principal/headmaster of a school should be knowledgeable about the different groups and segments of population in the catchment area of his school. Among those are the people, who had special interest in education and in the affairs of the school. The community, when organized, is labeled as Parent-Teacher Association or Parent-Teacher Council and their input for school improvement is always needed.

2.18 Previous Research in the Area

The studies related to the period before 2001 also seemed important and therefore they were considered for review under the given heading. According to The Office for Standards in Education (2000) leadership strategies found in effective urban schools focused on “what works” rather than “how to do it.”
The World Bank in a report (1999) suggested various steps to government of Pakistan for improving the quality of education. Those included in the proposed strategy were setting standards, providing schools with the facilities they needed, giving them freedom to set goals and use the inputs being given by the governments, according to their needs, and monitoring the performance of the teachers, achievements of students and, on the whole, ensuring the effectiveness of the school.

Brown (1998) observed that secondary education was very important for the well-being of a society. It prepared skillful individuals, who worked in factories, mills and other places of that nature. The secondary level of education also played its role in strengthening the economy of a nation. It also pushed forward students to get in the fields of politics, economics, sociology, medical and education etc. Therefore careful thought was needed for planning secondary education.

According to National Education Policy (1998-2010) the secondary school system linked students to various types of options. Majority of students considered it the completion of their educational life and wanted to be adjusted in the production, trade and business etc. However, market-oriented jobs required competent persons who could come up the expectations of employers. That required the output of the education system to be improved leading to the provision of quality education to students at all levels.

According to the UNESCO (1998) quality was inseparable for social relevance. The implication of the quality requirement and of policies aiming at “quality safeguard" approach was that improvements should be sought, at the same time, to each of the components parts of the institution and to the institution as an integral while, functioning as a coherent system. The quality of education depended upon:

a) Quality of staff
b) Quality of curricula
c) Quality of the students who contribute the raw material of any level of education
d) Quality of the infrastructure and of the external environment
e) Quality of the management of the institution.
According to Stolp and Smith (1995) school happened to be a modern type of organization which fulfilled the requirements and needs of both teachers and students. A cooperative environment affected both teachers and students. Students were expected to take keen interest in study and a teacher was required to be more devoted to his teaching. The difference in environment of every school was because of the nature of work, teaching methods, students’ involvement and teacher students’ relation. So cooperative environment gives our students with different behaviour and character.

Nodding (1992) (quoted Gardner) and observed that some students did not continue their education and dropped out because of bad experiences during classes in the school time. They rather started hating anything regarding learning and education. They regarded education something good for nothing and believing that it never bring them any fruit. Such students needed to be helped by introducing them to the non formal school programmes.

Malik. S. R (1992) viewed the quality education could be more effective and helpful in increasing economic growth and industrial production through supply of trained and competent professional manpower. The system that ignored this aspect was likely to retard economic growth and create social problems.

According to Ames (1992) and Nicholls (1989) the research in goal theory and on motivation and achievement suggested that the teaching learning process was of different in the context of different objectives

Deal and Peterson (1990), Sashkin and Walberg (1993) stated, “The impact of school culture on teachers and students is further substantiated by the observation that schools differ one from the other in the way they work as well as in the “effects” that they have in the lives of children.”
2.19 Higher and Lower Achieving Schools

Brookover et al (1979), Good and Brophy (1986) summarized their findings in eight different areas that were instrumental to better achievements in schools:

1. **Time**: More time was allocated for instruction in high achieving schools because it involved active learning with teachers. The students in low achieving schools mostly worked on their own as teachers did administrative duties.

2. **Write-off**: In high achieving schools, few students appeared to be destined to fail whereas low achieving schools had many.

3. **Teacher expectations**: At high achieving white schools students were expected to work at grade levels at high achieving black ones they were expected to master most of it.

4. **Reinforced practices**: These were appropriate and regularly practiced at high achieving schools, inappropriate and irregular at low achieving schools.

5. **Grouping procedures**: Grouping was a management tool at low achieving black schools. At high achieving ones it was based on pre-test and teachers would advance students higher groups accordingly.

6. **Teaching games**: Higher achieving schools used teaching games extensively.

7. **Principal’s role**: Principals at high achieving schools were instructional leaders, often present in classrooms and involved in academic activities. At low achieving schools, he was mainly administrators who seldom visited classrooms.

8. **Commitment of teaching and administration staff**: There was high commitment and positive attitude at high achieving schools. At low achieving schools resigned to the belief that nothing can be done about student’s achievement.

2.20 Effective and Ineffective Schools

According to Teddlie. C and Reynolds. D. (2000) in effective schools, teachers and parents were in frequent contact in effective schools. They expected good work from students and students worked to fulfill their expectations. The overall atmosphere in those schools was conducive. Every one from students to staff, and administrator to parents craved and worked for excellence. While in ineffective schools, teachers did not care for
students’ level and expected them to attain higher achievement. The principal’s expectations were lower than teachers but they would waste so much of resources on non-academic endeavours and thought that other aspects (social/personal growth etc) were also important in schools.

Reynolds et al (1976a, 1976b, 1979) documented the following with in school factors that were associated with effectiveness:

- High levels of pupil involvement in authority positions;
- Low levels of institutional control of pupils by the school management;
- Positive expectations of what students should be able to achieve;
- High levels of involvement of teachers in the running of the school;
- Emphasis on the imposition of rules regarding ‘dress, manners and morals’;
- High level of student involvement in clubs, societies and the like.

Mortimore et al (1988) identified a number of schools, which were effective in both academic and social areas. They possessed the following characteristics:

- The ‘Head’ did not exert total control over teachers but consulted them on academic matters. The head was good at sharing power with the staff.
- Deputy was involved in policy decisions.
- Teachers were actively involved in curriculum design. They worked with deputy heads in policy making.
- Students and Teachers performed better when staffing was continuous.
- Students performed well when they had plenty to do but also had free time within the structure. Long, tedious tasks had negative results.
- Students’ progress was greater when exposed to higher order tasks.
- Work centered environment was characterized by high level of student commitment and all activities going on in the class were study related.
• Students progressed when not more than one or two subject areas were discussed.
• Maximum communication between teachers and students ensured better progress. Whole class interaction of teacher with class was more effective than one to one interaction with them.
• Record keeping aided in having a check and balance of students’ progress.
• Parental involvement was more effective as it encouraged parents to take-up academic activities with children at home.
• Positive climate was more positive and constructive at effective schools.

In a case study, Teddlie and Stringfield (1993) indicated the parameters of effective schools:

• The method for selection and replacement of teachers,
• The type of classroom monitoring and feedback provided by the administration,
• The type of support for individual teacher improvement provided by the administration,
• The overall instructional leadership provided by the administration, including allocating and protecting academic time.

2.21 Teacher and Teaching Effectiveness

According to Stringfield (1994a, 1994b) effective schools tended to generate effective classroom learning environment as it determined the quality of schools. Effective teaching reflected effective class organization.

According to Rutter et al (1979) lesson preparation in advance was also helpful in clarifying objectives and curricular material that were used. Structuring of lesson (breaking the lesson into segments and ensuring a firm structure) was also necessary. Similarly effective Teaching practices were important for effective teaching. Teacher behaviour was particularly important in the following areas:
• questioning both in terms of the frequency of questions and their appropriateness for diverse children;
• having a limited focus in lessons since work on several different curriculum areas is likely to lower levels of work related teacher-child interaction and maximize routine administrative time wasting;
• maintaining task orientation in the classroom;
• rapid lesson pace;
• ensuring that classroom routines and rules are well understood, thus reducing the need for students to seek out their teachers for guidance;
• having a warm and accepting classroom climate in which students feel able to ask for help, particularly important in some formulations etc.

2.22 High Expectations of Achievement and Behaviour

Teddle et al (1989a) mentioned that an integral part of effective classroom was that all staff expected the highest level of behaviour and achievement from students.

2.23 Emphasizing Students’ Responsibilities

It was noted from review of literature that student's involvement in school clubs, societies etc promoted values, commitment and responsibility. Giving students responsibility for their work had positive results.

2.24 Monitoring Progress at all Levels

Monitoring progress was considered a characteristic feature of effective schools. Reynolds (1976a, 1976b); Reynolds and Murgatroyd (1977); Rutter et al (1979) viewed that the following ingredients in school set up could shed positive effect on school performance:

• The availability of data to assess programme impact and programme quality;
• Positive effects on students’ sense of self worth and motivation, because it shows the students that teachers are interested in their progress;
• It helps focus schools upon the ‘core’ goals that are being evaluated;
• It can be used to identify those who need remedial instruction and re-teaching;
• It can be used to analyse students’ progress.

2.25 Staff Development

It was a classical quality of effective schools. It was beneficial when practical. Staff attending unrelated courses was associated with ineffectiveness as highlighted by Mortimore et al (1988).

2.26 Parental Involvement

Armor et al (1976), Levine and Lezotte (1990) generally supported parental involvement but it was discouraged in certain contexts. It could have positive impact when parents assisted in school trips, classrooms but negative when Parent Teacher Associations were made. Parent’s direct involvement could affect school-based co-curricular activities in the following ways:

• synchronizing school and home demands on students;
• reducing class size as taught by acting as unpaid teacher assistants;
• raising resources for the school;
• assisting with homework for school students;
• feeding back information on pupil progress and problems to the school;
• liaising with their children’s individual teachers.
Parental Involvement in constructive areas proved better for schools whereas visits to school to complain or criticize just for the sake of criticizing did not produce positive results.

According to McLaughlin (1990) the following strategies could help improve effectiveness of schools:

- Concrete, teacher-specific and extended training;
- Classroom assistance from local staff;
- Teacher observation of similar projects in other classrooms, schools, or districts;
- Regular project meetings that focused on practical issues;
- Teacher participation in project decisions;
- Local development of project materials;
- Principals’ participation in training.

According to Van Velzen et al (1985, Hopkins (1987, 1990) school improvement as an approach to educational change rested on the following:

- Assuming that school was the centre for change.
- A consideration that school improvement was carefully managed process that took place over a period of time.
- Change was not owing only to teaching learning process like as there was also an impact of procedures, role allocations and resources.
- Educational goals were needed to be accomplished effectively. Educational goals reflected the broader definition of outcomes which also included professional development of teachers and students.
- A school’s progress was based on multiple factors which also included role of teachers, parents, support staff and local authorities.
- ‘Top down’ and ‘Bottom up’ strategies applied at a number of different levels in the school system. The former set up the plans while latter involved goal setting and implementation.
It was necessary to mention here that implementation of rules was not enough. It should become a part of behaviour of students and teachers. The recent approach to educational change was the one that enhanced student outcomes and strengthened school’s capacity for managing change. School improvement was a long way process of experimentations.

According to Hopkins et al (1994) ‘school improvement’ was regarded:

- As a vehicle for planned educational change;
- As particularly appropriate during times of centralized initiatives and innovation overload when there are competing reforms to implement;
- As usually necessitating some form of external support;
- As having an emphasis on strategies for strengthening the school’s capacity for managing change;
- As concerned with raising student achievement.

2.27 The Process of Change and School Improvement

Evidence was there to the change process that unfolded overtime. Miles (1986) and Fullan (1991) demonstrated that the change process was not linear rather it consisted of three stages which could merge into each other. Those included process of initiation, implementation and institutionalization. Emphasizing initiation and implementation effects institutionalization. Thus the three phases were over lapping and not linear. It was not the existence but combination of those factors which was important. He further conceded that the following factors were important in determining initiation phase:

1. The existence and quality of innovations;
2. Access to innovations;
3. Advocacy from central administration;
4. Teacher advocacy;
5. Presence of external change agents;
6. Community factors (pressure, support, apathy);
7. New policy-funds (federal/state/local);
8. Problem-solving capacities within the school.
Ainscow et al (1994) broadly stated the following conditions for improved schools:

- Staff development;
- Involvement;
- Leadership;
- Coordination;
- Enquiry and reflection;
- Collaborative planning.

According to Mario D. Fantini (1985), “The first component to consider is quality. In the field of education, quality assumes its own form and shape. The goal of quality education is to develop the full capacities of the learner and to support the unfolding of individual potential. Unless we are pushed to the limits of our potential, qualitative supports are really not present. Our experiences thus suggest alternative concepts of quality in education, which we must consider in our search for excellence. In quality the following components are examined:

- The Nature of the Learner
- The Nature of the Curriculum
- The Nature of the Professional Staff
- Educational Outcomes”

The crux of the review of the aforementioned studies boiled down to indicate that there was positive relationship in different schools activities and all of them collectively improved school effectiveness.

At the time of independence, Pakistan had a poorly educated population and few Schools or universities, although the education system expanded greatly since then, debate continued about the curriculum, and except in a few elite institutions, quality remained a crucial concern of educators in the early 1990s. Relatively limited resources were allocated to education; there was less improvement in past decades.
2.28 Excellence: An Equation for Modern Times

Daniel L. Duke (1985) stated:

“It is the pursuit rather than achievement of excellence that matters most.” It is a process of reaching for something that is perceived to be the best possible. In a report on ‘A Nation At Risk’ the National Commission on Excellence in Education Washington, D.C: USA reported, “We define “Excellence” to mean several related things. At the level of the individual learner, it means performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners, and then tries in every way possible to help students reach them. Excellence characterizes a society that has adopted these policies, for it will then be prepared through the education and skill of its people to respond to the challenges of rapidly changing world.”

2.29 Good Schools

According to James Tooley and Andy Howes (1999) good schools had the following characteristics:

1. They performed well in examinations, both on an absolute and a value-added basis.
2. For age 11 to 18 schools, a high proportion of their pupils went on to university or other post-secondary education as well as good A level results;
3. They had few permanently excluded children, indicating high standards of order and discipline;
4. There was a low turnover of staff;
5. They had a large number of applications for places from parents;
6. They made substantial efforts for extra-curricular activities including sports, the arts, voluntary activities and after-school activities.

US Excellence Commission (1983) was given a task to eliminate the shortcomings in the education system for making it competable with the expectations of stakeholders. The commission suggested a planned strategy to make the basics of students strong and firm for the core and non core subjects. In order to make their learning more effective it was recommended that the time factor be enhanced. The
Commission reported that fully equipped teacher training centers and adoption of higher and measurable academic standards by the institutions could help improve the schools. The Commission also recommended better incentives for teachers and effective coordination among the stakeholders. One of the suggestions’ was to maintain a sustainable education system and educational results in accordance to the norms of the school.

According to Thomas J. Sergiovanni (1983), in excellent schools, both teachers and the students work together for the achievement of their common goals. The students wanted to succeed and the teachers assisted them in this regard. The school that produced high scoring results, enabled majority of students to be admitted into the colleges, set high goals for the students, did all round development of its students.

2.30 School Leadership

According to Robert J. Marzano, Timothy Waters, Brian A. McNulty (2005) convictions associated with leadership in school and other institutions have great resemblance with one another. All-out successful functioning of school was directly proportional to the leadership. Regarding different aspects of schooling, which were directly related to inside the school factors, school leadership could be identified with following characteristics:

- Whether a school has a clear mission and goals.
- The climate in individual classrooms and the overall climate of the school.
- The attitudes of teachers.
- The classroom practices of teachers.
- The organization of instructions and curriculum.
- Students’ opportunity to learn.

The given concepts could be strengthened further by taking the principal’s role in the context of rhythmic progress of teacher and students’ relationship, professional environment specific to the teacher with regard to his ethical compactness that had an absolute positive affect upon the ever going potential of school. As regard out side the
school activities, principal had a vital impact upon linking community and the school which further established the behaviour of parents and students about the school in innovation, child centeredness, and reputation for excellence in curriculum and extra-curriculum scenarios.

Unfortunately, it was assumed that the principal’s role in school’s leadership was based on well-expressive research conduction which was not correct as exemplification mentioned that only 40 studies had been made on such subjects from 1980-1995 (Hallinger and Heck, 1996).

With regard to research conduction on school leadership, discernment was ambiguous and did not benefit the art of principal’s leadership in school. Donmoyer (1985, p.31) documented that:

Studies that highlighted principal’s leadership important in development of school couldn’t provide sufficient information about how it affected school regarding achievements. Other studies categorically denied the relation between school leadership and students achievements.

Witziers, Bosker, and Kruger (2003) conducted studies ‘on the impact of building leadership on students’ achievement’ reported no relationship between the two components directly. However, those studies might help improve the building leadership at school level.

2.31 Instructional Leadership

Wilma Smith and Richard Andrews (1989) identified four dimensions, or roles, of an instructional leader:
 Resource provider, instructional resource, communicator, and visible presence. As a resource provider the principal ensures that teachers have the materials, facilities, and budget necessary to adequately perform their duties. As an instructional resource the principal actively supports day-to-day instructional activities and programs by modeling desired behaviors, participating
in in-service training, and consistently giving priority to instructional concerns. As a communicator the principal has clear goals for the school and articulates those goals to faculty and staff. As a visible presence the principal engages in frequent classroom observations and is highly accessible to faculty and staff.

Blase and Blase (1999) discovered the following features regarding instructional leadership:

- Encouraging and facilitating the study of teaching and learning,
- Facilitating collaborative efforts among teachers,
- Establishing coaching relationships among teachers,
- Using instructional research to make decisions, and
- Using the principles of adult learning when dealing with teachers.

Glickman, et al (1995) listed the following elements for the promotion of institutional leadership:

1. Direct assistance to teachers in their day-to-day activities,
2. Development of collaborative groups among staff,
3. Design and procurement of effective staff development activities,
4. Curriculum development and use of action research.

Hallinger, Murphy, Weil, Mesa, and Mitman (1983) reported the following three general functions of the instructional leader:

- Defining the school’s mission,
- Managing curriculum and instruction,
- Promoting a positive school climate.

According to Leithwood, Jantzi, and Steinbach (1999 p.20), transformational leadership was an expansion of instructional leadership because it aspired, more generally, to increase members’ efforts on behalf of the organization, and developed more skilled practice.
In an excellent school the head of the institution played a major role in the overall activities of the school. According to Harvey A. Averch, et al (1974) “The school principal is the agent closest to the learner and the one who has the most authority to make things happen for the better……strong leadership leads to organized productivity. Successful schools have a principal who set goals, maintain discipline, observes classrooms frequently, and gives incentives for learning.”

Cotton (2003) identified the following 25 categories of principal’s behaviour that positively affected the dependent variables of student achievement, student attitudes, student behaviour, teacher attitudes, teacher behaviours, and dropout rates. Which were:

1. Safe and orderly environment
2. Vision and goals focused on high levels of student learning
3. High expectations for student learning
4. Self-confidence, responsibility, and perseverance
5. Visibility and accessibility
6. Positive and supportive climate
7. Communication and interaction
8. Emotional and interpersonal support
9. Parent and community outreach and involvement
10. Rituals, ceremonies, and other symbolic actions
11. Shared leadership, decision making, and staff empowerment
12. Collaboration
13. Instructional leadership
14. Ongoing pursuit of high levels of student learning
15. Norm of continuous improvement
16. Discussion of instructional issues
17. Classroom observation and feedback to teachers
18. Support of teachers’ autonomy
19. Support of risk taking
20. Professional development opportunities and resources
21. Protecting instructional time
22. Monitoring student progress and sharing findings
23. Use of student progress for program improvement
24. Recognition of student and staff achievement
25. Role modeling

2.32 Communication

Good communication played a vital role in creating harmonious environment between the troika of leadership, teachers and students; and the principal was pivotal to that situation.

2.33 Culture

Regarding culture Hanson (2001, p.641) explained:

Schools also have their own unique cultures that are shaped around a particular combination of values, beliefs, and feelings. These school cultures emphasize what is of paramount importance to them as they strive to develop their knowledge base in a particular direction, such as producing outstanding football teams, high SAT scores, disciplined classrooms and skilled auto mechanics, or sending kids to college who come from inner-city urban schools. Although the culture of a school is not visible to the human eye, its artifacts and symbols reflect specific cultural priorities.

2.34 Discipline

An accepted aspect of instructional leadership was to provide teachers with tranquility. Elmore (2000, p.6, 7, and 24) explained that school leaders were hired and retained largely on the basis of their capacity to buffer teachers from outside interference. Buffering consisted of creating structures and procedures around the technical core of teaching.

2.35 Visibility

The act of ‘Visibility’ of school leadership addressed itself to the extent to which the school leader had contact and interacted with teachers, students, and parents. Fink and Resnick (2001, p.606) documented that effective principals were in teachers’ classrooms
every day, and it was difficult to draw the line between observations that had an evaluative intent and those that were part of the professional support system.

Blase and Blase (1999) reported that highly effective principals were in classrooms on a routine basis. The proposed effect of ‘Visibility’ was twofold: first, it communicated the message that the principal was interested and engaged in the daily operations of the school; second, it provided opportunities for the principal to interact with teachers and students regarding substantive issues. Specific behaviours and characteristics associated with this responsibility were found in the meta-analysis by making systematic and frequent visits to classrooms; having frequent contact with students, and being highly visible to students, teachers, and parents.

2.36 Doing the Right Work

Elmore (2003, p.9) documented that knowing the right thing to do was the central problem of school improvement. Holding schools accountable for their performance depended on having people in schools with the knowledge, skill, and judgment to make the improvements that would increase students’ performance.

Comer, (1984, 1988) documented, “Typically, vehicles for involvement by parents and community in school governance involve the creation of formal teams like the parent team within Comer’s School Development Program.”

2.37 Collegiality and Professionalism

Collegiality and professionalism were the manners in which the staff members in a school interacted and performed their duties as professionals. Brookover et al (1978, p.303) subscribed to the importance of this factor and stated, “We believe that the differences in school climate explain much of the difference in academic achievement between schools that is normally attributed to composition”. Brookover’s concept of climate was quite broad in scope. What he referred to here as collegiality and professionalism was closer to what Deal and Kennedy (1983, p.14) referred to as “organizational climate”: The organizational climate in a school was collective.
personality of a school based upon an atmosphere distinguished by the social and professional interactions of the individuals in the school.

In operation, collegiality and professionalism are a function of implicit or explicit norms of behaviour among staff members. Those norms were not only being cordial and friendly but also developed professional relationships. That factor also included structures that allowed teachers to be an integral part of the important decisions in a school.

2.38 Motivation

According to Covington, (1992) students were motivated to engage themselves in academic tasks from both external and internal perspectives. Different theories (Drive theory, attribute theory, and self-worth theory) provided some guidance regarding ways to motivate students via external sources. One technique was to provide students with feedback regarding their knowledge gain. When students perceived that they had progressed in the acquisition of knowledge or skill, they tended to increase their level of effort and engagement regardless of their relative standing compared with other students. Another external approach to motivation was to involve students in game like tasks that focused on academic content, because games and game like activities were inherently interesting.

2.39 The Role of Private Sector in Providing Quality Education

According to National Education Policy (2009) of Pakistan public sector accounted for around 64% of all enrolments and in secondary its share was 55% while the overall share of the private sector in total enrolment was around 36%, its enrolment share in high was 45%. The private sector’s role expanded in recent years as there were several causes for their relative growth. It was partly a reflection of the shortcomings of the public sector to provide quality education.
National Education Policy, 1998-2010 mentioned the following objectives with regard to private sector of education:

1. Strengthening the delivery of Educational Services through greater involvement of NGOs and Private Sector.
2. Accelerating the human resource development of the country through partnership among NGOs, private and government sectors.
3. Restructuring and re-organizing the National and Provincial Education Foundations.

Schools in private sector were either owned by an individuals or run by private enterprises. The main aim was to earn maximum profits. They mainly concentrated upon factors which were conducive to enhancing quality of education. This required maintaining discipline, relevant curricula, adequate infrastructure and professionally committed teachers with a comprehensive work out plan to run the institution smoothly. The private sector included different types of educational institutions:

1. Those which followed Cambridge teaching styles as O/A level.
2. Schools which were grounded in indigenous educational system, but mainly concentrated upon foreign published curricula.
3. Religious private schools which provided religious education to the children like HifS-e-Quran until class 5th and subsequently they also taught English syllabus but with a touch of Islamic/religious teachings.

2.40 Conclusive Summary of Review

The overall analysis of the responses of principals to the questions/ statements spelled down to the crux that the review has facilitated the study to know a number of new indicators and themes that were applied to the study for solution of the problem. The indicators developed were made part of the instruments placed in appendices. The new items of statements were included in opinionnaires and interview questions have certainly added value to the outcomes of research. As a result, in addition to the previous researches, new dimensions of excellence were explored.
The review helped in identification of factors in local and global perspectives, which contributed to excellence in schools. They were the tools of the study for verification from participants of the study. The review of literature also provided an insight to the researches carried out in the area of current study, which also proved of advantage.

The review of literature provided clue to the themes from discussion of excellence from schools that were to be tested in the study. Those included effectiveness of school, effective principals, devoted and well trained teachers, effective classroom interaction, relevant curricula, co-curricular activities, collegiality of teachers, school-community relationships, stakeholders’ expectations and the needed infrastructure.

The crux of the different lists of indicators and factors provided in review of literature provide clue to different aspects of effectiveness and excellence. The difference is not only indicated but also in terminology. However the crux is spelled down to the quality, effectiveness and excellence which terms are somewhat synonymous. The most important indicators used in global and local literature provided clue to the following aspects that could help promote excellence, effectiveness and quality:

1. Curricula,
2. Well trained teachers,
3. Implementation of co-curricular activities,
4. Use of appropriate instructional strategies,
5. Effective principals,
6. Support and collegiality of teachers,
7. Needed infrastructure,
8. Principals’ interventional role in supervision,
9. Instructional support,
10. Jobs satisfaction of teachers,

11. Promoting school community relationship,

12. Use of new technologies for teaching learning process,

13. Effective classroom interaction,

14. Satisfaction with instructional technologies
CHAPTER-3
METHODOLOGY OF THE STUDY

It was a descriptive study that attempted to explore factors that promoted excellence in the sampled boys’ high schools both in public and private sectors. The inquiry was necessitated because the education system in Pakistan, in general, and Khyber Pakhtunkhwa, in particular, indicated deteriorating quality of education. It was, therefore, needed to identify what factors could promote the excellence in schools to improve the performance of high schools.

This descriptive and inferential study used scientific method for investigation, which included an accurate, factual and systematic description of the population and events that were related to the problem. A proper statement of the problem with its significance and objectives was also stated. The data received quantitative and qualitative treatment and were made valid and reliable on the basis of unbiased approach and application of statistical measures to the results.

3.1 Sources of Data Collection

The primary data were based on information obtained from principals/headmasters, teachers and students through opinionnaires. In addition, interviews with parents provided basic data. Secondary data were obtained from the Board’s results of 10th classes for 03 years (2008, 2009 and 2010) of the sampled schools and from a study of documents as well as review of relevant literature.

3.2 Population

The population of the study included 247 principals, 2964 teachers, 494 parents and more than 10,000 students (10th class) in total number of 247 high school of Peshawar City including 27 schools in public sector (government) and 220 schools in private sector. There were 324 teachers in public schools as compared to 2640 teachers in private sector.

3.3 Sample

The sample of the study included 30 principals (12.14%) (04 public school while 26 private school principals), 60 teachers (2.02%) (8 teachers from public while 52 from
private schools), 600 students (6%) of 10th class (80 students from public while 520 from private schools), and 60 parents (12.14%) (Included 8 from public while 52 from private schools). A clear picture of the population and sample were given in Table-3.1 (page-51).

3.4 Kruskal–Wallis one-way analysis of variance

The Kruskal–Wallis one-way analysis of variance is a non-parametric method for testing whether samples originate from the same distribution. It is used for comparing more than two samples that are independent, or not. According to Chaudhri S. M (2003) the parametric equivalence of the Kruskal-Wallis test is the one-way analysis of variance (ANOVA). The factual null hypothesis is that the populations, from which the samples originate, have the same median. When the Kruskal-Wallis test leads to significant results, then at least one of the samples is different from the other samples.

This method requires to rank all data from all groups together; i.e., rank the data from 1 to $N$ ignoring group membership. Assign any tied values the average of the ranks they would have received had they not been tied.

1. The test statistic is given by:

$$K = \left( N - 1 \right) \frac{\sum_{i=1}^{g} n_i (\bar{r}_i - \bar{r})^2}{\sum_{i=1}^{g} \sum_{j=1}^{n_i} (r_{ij} - \bar{r})^2}$$

where:

- $n_i$ is the number of observations in group $i$
- $r_{ij}$ is the rank (among all observations) of observation $j$ from group $i$
- $N$ is the total number of observations across all groups

$$\bar{r}_i = \frac{\sum_{j=1}^{n_i} r_{ij}}{n_i}$$

- $\bar{r}$ is the average of all the $r_{ij}$.

2. The p-value is approximated by $\Pr(\chi^2_{g-1} \geq K)$. If some $n_i$ values are small (i.e., less than 5) the probability distribution of K can be quite different from this chi-squared distribution. If a table of the chi-squared probability distribution is
available, the critical value of chi-squared, $\chi^2_{g-1}$, can be found by entering the
table at $g-1$ degrees of freedom and looking under the desired significance or
alpha level. The null hypothesis of equal population medians would then be
rejected if $K^2 \geq \chi^2_{g-1}$. Appropriate multiple comparisons would then be
performed on the group medians.

3. If the statistic is not significant, then no differences exist between the samples.
However, if the test is significant then a difference exists between at least two of
the samples.
Table 3.1
Population and Sample for Research

<table>
<thead>
<tr>
<th>Population</th>
<th>Total</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>247</td>
<td>27</td>
<td>220</td>
</tr>
<tr>
<td>Teachers</td>
<td>2964</td>
<td>324</td>
<td>2640</td>
</tr>
<tr>
<td>Students (10\textsuperscript{th} class)</td>
<td>247</td>
<td>27</td>
<td>220</td>
</tr>
<tr>
<td>Parents of 10\textsuperscript{th} class students’</td>
<td>247</td>
<td>27</td>
<td>220</td>
</tr>
<tr>
<td>Boards’ result of last 03 years</td>
<td>247 (schools)</td>
<td>27(schools)</td>
<td>220 (schools)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Samples</th>
<th>Total</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>30 (12.14%)</td>
<td>04(14.81%)</td>
<td>26(11.82%)</td>
</tr>
<tr>
<td>Principals</td>
<td>30 (12.14%)</td>
<td>04(14.81%)</td>
<td>26(11.82%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>60 (teachers)</td>
<td>08 (teachers)</td>
<td>52 (teachers)</td>
</tr>
<tr>
<td>Students (10\textsuperscript{th} class) of 30 High Schools both in public and private sectors</td>
<td>600 (students)</td>
<td>80 (students)</td>
<td>520 (students)</td>
</tr>
<tr>
<td>Parents (10\textsuperscript{th} class) of 30 High Schools both in public and private sectors</td>
<td>60 (parents)</td>
<td>08 (parents)</td>
<td>52 (parents)</td>
</tr>
<tr>
<td>Board’s Results of last 03 years (2008 to 2010) of 30 High Schools both in public and Private sectors</td>
<td>30 (schools)</td>
<td>04 (schools)</td>
<td>26 (schools)</td>
</tr>
</tbody>
</table>

Source: Adapted from EMIS – BISE data and Annual Statistical Report Government of KPK 2010-2011 (EMIS 2010)

3.5 Research Tools
The following tools of research were used in the study.
1. Separate opinionnaires for principals/headmasters, teachers and students.
2. Structured interviews with purposively selected parents.
3. Board- results of 10\textsuperscript{th} class for 03 years (2008-2010).
3.6 Pilot Testing
A pilot test based on the developed opinionaires and interview items was conducted before starting formal fieldwork. The instruments were preliminary tested on four teachers of two different high school and two principals of those schools to verify their validity and actual effect of their use in the study. The interview questions from parents were also tested. Furthermore, in the light of their responses, the instruments were improved and restructured. Unnecessary and unwanted statements/questions were omitted and some new statements/questions were added. Some minor modifications were made in the instruments to make those more facilitating for the subjects.

3.7 Rationale for Development of the Instruments

   Principals’ interventions add value to school improvement efforts and, therefore, their input were to be included in the items/statements of opinionnaires that were entirely based on review of relevant local and global literature. The instrument of structured interview with parents was developed for knowing the perceptions of parents who were not only stakeholders in any educational enterprise but were also anxious to know about good schools for their children. One of the instruments of excellent schools is students’ achievements in the examinations conducted by the Board of Intermediate and Secondary Education Peshawar, which proved useful in the study.

3.8 Establishment of Rapport

   It was of prime importance to establish rapport and familiarity with the subjects like principals, teachers, students and parents of public and private boys’ high schools. Before interacting with all those respondents the purpose and intent of the study as well as its implications were fully explained to the subjects in order to get their support and cooperation in obtaining the needed information. They were given an assurance about the confidentiality of the responses and their use for the purpose of research only. All the subjects willingly supported the study and extended cooperation to the researcher.
3.9 Validity and Reliability of Data Collection Techniques

Validity refers to the extent to which certain inferences can be made from test scores or other measurement. It is complimentary to reliability. Eagly and Chaiken (1993) stated, “When any measurement is made, it is important to know whether it reflects what is intended to be measured and whether it is accurate. As regard reliability of the study, Osgood & Tannenbaum (1957) stated, “The reliability of an instrument is usually said to be the degree to which the same scores can be reproduced when the same objects are measured repeatedly”.

Validity is a technical concept that can be addressed from different angles. A technique of data collection is valid, if it is meaningful, consistent and doing the job the researcher intends to do it. In case of standardized tests there are well developed techniques for establishing various kinds of validity. But in case of newly developed questionnaires, opinionnaires and interviews other measuring devices are mostly used in qualitative study. One such measure used by the current study was pilot testing, other was elimination of bias and objective approach to data collection as per requirement of the study and factual presentation of the picture of areas, persons and events. The study in hand also used statistical standardized tests to the outcome of the data analyzed and discussed and those were mentioned in appropriate places in chapter-4.

The qualitative data collected through interviews were accurately and systematically described as per requirement of this type of study. The different factors of excellent schools collected from review of literature and personal experience of researcher were placed under different categories and made reliable on the basis of theoretical background of the study.

3.10 Sent and Returned Procedure of Opinionnaires and Mode of Interviews

The opinionnaires were administered and received back personally from participants and the whole process took about two months. The interviews were held with 60 parents at their residences and school on appointed dates and each interview took
nearly one hour. The response rate of returning back the opinionnaires was quite satisfactory.

The stakeholders in education are not only the management but also the principals, teachers, students and parents. They know about achievement, standard, effectiveness and other better points of the schools. Boards past results were also indicators through which the study compared their schools with others. Selections of factors were based on number of scientific works revealed which provided rationale, and justification.
CHAPTER-4

COLLECTION AND ANALYSIS OF DATA

This chapter describes the data collection procedure and their analysis and the use of different tools and sources. The data were quantified converted into percentages and presented with the help of graphs for drawing inferences and results.

4.1 Principals’ Responses to Opinionnaire

An opinionnaire containing 60 items/statements was fielded to 30 principals/headmasters. Their responses were obtained which are graphically presented with discussion on each item.

The analysis of data in Fig-1 included the responses of 30 principals/headmasters. Of those 16 (53.33%) subjects ‘strongly agreed’ to the statement, while 14 (46.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was zero. The ‘disagreed’ response was nil. The response regarding ‘strong disagreement’ was zero. The crux of the analysis is that the statement received ‘agreed’ response from all the respondents.
The analysis of data in Fig-2 revealed that 18 (60%) respondents ‘strongly agreed’ to the statement, while 12 (40%) ‘agreed’. The response of ‘undecided’ subjects was zero. Those who ‘disagreed’, the response of ‘strongly disagreed’ subject were zero. The statement received significantly ‘agreed’ response from all the respondents.
The analysis of data in Fig-3 revealed that out of 30 18 (60 %) subjects ‘strongly agreed’ to the given statement, while 9 (30 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 2 (6.67 %). The ‘disagreed’ response was zero. The ‘strongly disagreed’ response was 1 (3.33 %).

The majority of 27 subjects (90 %) ‘agreed’ to the given statement.

![Fig-4 Encouragement of Students](image)

The analysis of data in Fig-4 showed that 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while 14 (46.67 %) ‘agreed’. There was no response to ‘undecided’, ‘disagreed’, and ‘strongly disagreed’ choices. Consequently the statement was supported by majority of subjects.
The analysis of data in Fig-5 transpired that 16 (53.33 %) subjects ‘strongly agreed’ to the given statement, while 13 (43.33 %) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). The ‘disagreed’ and ‘strongly disagreed’ response was nil. Conclusively the given statement received extensively ‘agreed’ response from majority of 29 subjects out of the total number of 30 subjects.
The analysis of data in Fig-6 indicated that out of 30 principals, 14 (46.67 %) ‘strongly agreed’ to the statement, while 15 (50 %) ‘agreed’. The response of ‘undecided’ subjects was 0 (0 %). Those who ‘disagreed’ was 1 (3.33 %) in number. There was nil response to ‘strongly disagreed’ choice. Thus the overall position was that the statement received notably ‘agreed’ response from majority of the respondents.

The analysis of data in Fig-7 showed that 9 (30 %) subjects ‘strongly agreed’ to the statement, while 15 (50 %) ‘agreed’. The ‘undecided’ responses were 3 (10 %). Those who ‘disagreed’ were 3 (10 %) in number. There was no response to the item ‘strongly disagreed’ choice. Consequently, the statement was supported by majority of the subjects 24 (80 %).
The analysis of data in Fig-8 discovered that out of 30 subjects 16 (53.33 %) ‘strongly agreed’ to the statement, while 13 (43.33 %) ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. The analysis revealed that the majority of 29 subjects (96.67 %) indicated ‘agreed’ choice.

The analysis of data in Fig-9 discovered that out of 30 subjects 15 (50.00 %) ‘strongly agreed’ to the statement, while 14 (46.67 %) ‘agreed’. There was no response to ‘undecided’ subject. The analysis revealed that the majority of 28 subjects (93.33 %) indicated ‘agreed’ choice.
The analysis of data in Fig-9 included the responses of 30 respondents, of those 15 (50 %) subjects ‘strongly agreed’ to the statement, while 14 (46.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was zero. The ‘disagreed’ response was also zero per cent. The ‘strong disagreement’ option got 1 (3.33 %) response. The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.

The analysis of data in Fig-10 showed that 14 (46.67 %) subjects ‘strongly agreed’ to the statement, while 14 (46.67 %) ‘agreed’. The responses of ‘undecided’ subjects were 2 (6.67 %). Those who ‘disagreed’ and ‘strongly disagreed’ were zero in number.

The statement received significantly ‘agreed’ response from 28 (93.33 %) of the respondents.
The analysis of data in Fig-11 transpired that 16 (53.33 %) ‘strongly agreed’ to
the statement, while 11 (36.67 %) subjects ‘agreed’. The responses of ‘undecided’
subjects were 2 (6.67 %). The ‘disagreed’ response was zero. There was 1 (3.33 %)
response to the ‘strongly disagreed’ choice. Thus the given statement received
extensively ‘agreed’ response from 27 subjects (90 %) out of the total number of 30
subjects.
The analysis of data in Fig-12 included the responses of 30 principals. Of those 18 (60 %) subjects ‘strongly agreed’ to the statement, while 7 (23.33 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 4 (13.33 %). The ‘disagreed’ response was zero per cent. The ‘strongly disagreed’ option got 1 (3.33 %) response. The crux of the analysis is that the statement received significantly ‘agreed’ response from majority 25 (83.33 %) of the respondents.

The analysis of data in Fig-13 revealed that out of 30 subjects 16 (53.33 %) ‘strongly agreed’ to the statement, while 11 (36.67 %) ‘agreed’. The response of ‘undecided’ subjects were 3 (10 %) in number. Those who ‘disagreed’ and ‘strongly disagreed’ were zero per cent. The analysis revealed that the majority of 27 subjects (90 %) indicated ‘strongly agreed’ option.
The analysis of data in Fig-14 transpired that 18 (60 %) subjects ‘strongly agreed’ to the given statement, while 11 (36.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). There was no response to ‘disagreed’ and ‘strongly disagreed’ choices.

The given statement received extensively ‘agreed’ response from majority of 29 subjects (96.67 %) out of the total number of 30 subjects.
The analysis of data in Fig-15 showed that 6 (20 %) respondents ‘strongly agreed’ to the statement, while another 11 (36.67 %) ‘agreed’. The responses of ‘undecided’ subjects were 5 (16.67 %). Those who ‘disagreed’ were 6 (20 %) in number. There was ‘strong disagreement’ on the part of 02 (6.67 %) subjects. The statement received significant ‘agreed’ responses from majority 17 (56.67 %) of respondents.

The analysis of data in Fig-16 showed that 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while another 13 (43.33 %) ‘agreed’. The number of ‘undecided’ subject was zero. The ‘disagreed’ response was 1 (3.33 %). The ‘strong disagreement’ got no response. Consequently the statement was supported by majority of 29 (96.67 %) subjects.
The analysis of data in Fig-17 showed that 18 (60%) ‘strongly agreed’ to the statement, while 12 (40%) subjects ‘agreed’. The responses of ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ got no responses from the respondents. The statement received significant ‘agreed’ responses from all the respondents.
The analysis of data in Fig-18 transpired that 18 (60 %) subjects ‘strongly agreed’ to the statement, while 12 (40 %) subjects ‘agreed’. There was no response of ‘undecided’ subject. Similarly the ‘disagreed’ and ‘strongly disagreed’ options got zero responses. The given statement received extensively ‘agreed’ response from all 30 (100 %) subjects.

The analysis of data in Fig-19 revealed that out of 30 subjects 23 (76.67 %) ‘strongly agreed’ to the statement, while another 7 (40 %) subjects ‘agreed’. The responses of ‘undecided’ subjects, ‘disagreed’ and ‘strongly disagreed’ were nil. The analysis revealed that the statement received ‘agreed’ response from all the 30 (100 %) respondents.
The analysis of data in Fig-20 included the responses of 30 principals. Of those 15 (50 %) subjects ‘strongly agreed’ to the statement, while 13 (43.33 %) subjects ‘agreed’. The responses of ‘undecided’ subject were 2 (6.67 %). The ‘disagreed’ response and ‘strongly disagreed’ got no responses from the respondents. The crux of the analysis is that the statement received significantly ‘agreed’ response from majority 28 (93.33 %) of the respondents.
The analysis of data in Fig-21 included the responses of 30 principals. Of those 20 (66.67 %) subjects ‘strongly agreed’ to the statement, while another 10 (33.33 %) subjects ‘agreed’. The response of ‘undecided’ subject was 0 (0 %). There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. The crux of the analysis is that the statement received significantly ‘agreed’ response from all the 30 (100 %) respondents.

The analysis of data in Fig-22 exposed that 21 (70 %) subjects ‘strongly agreed’ to the statement, while 9 (30 %) ‘agreed’. There was no response to ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ choices. The statement received significant ‘agreed’ responses from all the respondents.
The analysis of data in Fig-23 revealed that out of 30 subjects 17 (56.67 %) ‘strongly agreed’ to the statement, while another 10 (33.33 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 3 (10 %) in number. None ‘disagreed’. The number of ‘strongly disagreed’ response was also zero per cent. The analysis revealed that the majority of 27 (90 %) subjects indicated ‘agreed’ option.
The analysis of data in Fig-24 showed that 19 (63.33 %) subjects ‘strongly agreed’ to the statement, while another 11 (36.67 %) ‘agreed’. There was no response to ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ choices. Consequently the statement was supported by majority of 30 (100 %) subjects.

The analysis of data in Fig-25 transpired that 17 (56.67 %) subjects ‘strongly agreed’ to the statement, while 12 (40 %) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). There was no response to ‘disagreed’ and ‘strongly disagreed’ choices.

The given statement received extensively ‘agreed’ response from majority of 29 (96.67 %) subjects out of the total number of 30 subjects.
The analysis of data in Fig-26 revealed that out of 30 principals 16 (53.33 %) ‘strongly agreed’ to the statement, while another 14 (46.67 %) subjects ‘agreed’. There was no response to ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ choices. Thus the overall position was that the statement received ‘agreed’ response from all the respondents.
The analysis of data in Fig-27 disclosed that 17 (56.67 %) respondents were ‘strongly agreed’, while 13 (43.33 %) subjects ‘agreed’ to the given statement. There was no response to ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ choices. Conclusively the given statement received significantly ‘agreed’ response from all the respondents.

![Fig-27 E.S. Evaluate Schools' Progress, Achievement and Development](image)

The analysis of data in Fig-28 indicated that 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while 12 (40 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 2 (6.67 %). Those who ‘disagreed’ and ‘strongly disagreed’ were zero per cent. The statement received radically ‘agreed’ response from most of the 28 (93.33 %) respondents.
The analysis of data in Fig-29 revealed that 12 (40 %) subjects ‘strongly agreed’ to the statement, while another 15 (50 %) subjects ‘agreed’. The ‘undecided’ subjects were 3 (10 %). Those who ‘disagreed’ and ‘strong disagreed’ were zero per cent. The crux of the analysis is that the statement received ‘agreed’ response from majority of the 27 (90 %) respondents.
The analysis of data in Fig-30 transpired that 16 (53.33 \%) subjects ‘strongly agreed’ to the statement, while 13 (43.33 \%) subjects ‘agreed’. A negligible number of 1 (3.33 \%) remained ‘undecided’. There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. Thus the statement received ‘agreed’ response from most of the 29 (96.67 \%) respondents.

![Fig-31 E.S.E.xists Strong Culture and Clear Sense of Purpose](image)

The analysis of data in Fig-31 showed that 12 (40 \%) subjects ‘strongly agreed’ to the statement, while another 15 (50 \%) subjects ‘agreed’. The ‘undecided’ response was received from 3 (10 \%) subject. There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. Consequently the statement received ‘agreed’ response from most of the respondents.
The analysis of data in Fig-32 indicated that 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while 13 (43.33 %) ‘agreed’. There was only 1 (3.33 %) ‘undecided’ subject. None ‘disagreed’ to the statement also no one ‘strongly disagreed’. Conclusively, the given statement received significantly ‘agreed’ response from most of the respondents.
The analysis of data in Fig-33 disclosed that 20 (66.67 %) subject ‘strongly agreed’ to the statement, while 9 (30 %) subjects ‘agreed’. There was 1 (3.33 %) subject, who stayed ‘undecided’. None ‘disagreed’ or ‘strongly disagreed’. The crux of the analysis is that the statement received ‘agreed’ response from overwhelming majority of 29 (96.67 %) respondents.

The analysis of data in Fig-34 indicated that 19 (63.33 %) subjects ‘strongly agreed’ to the given statement, while 10 (33.33 %) ‘agreed’. There was 1 (3.33 %) subject, who stayed ‘undecided’. Those ‘disagreed’ and ‘strongly disagreed’ were zero per cent. As a result the given statement received notably ‘agreed’ response from 29 (96.67 %) of the respondents.
The analysis of data in Fig-35 showed that 18 (60 %) subjects ‘strongly agreed’ to the statement, while 11 (36.67 %) subjects ‘agreed’. The ‘undecided’ response was 0 (0 %). The ‘disagreed’ subject was 1 (3.33 %). None ‘strongly disagreed’.

Consequently the statement received ‘agreed’ response from 29 (96.67 %) subjects as against disagreed response from 1 (3.33 %).
The analysis of data in Fig-36 revealed that 12 (40 %) subjects ‘strongly agreed’ to the given statement, while another 17 (56.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). The ‘disagreed’ response was 0 (0 %). None ‘strongly disagreed’.
The analysis revealed that the statement received notably ‘agreed’ response from majority of 29 (96.67 %) respondents.

The analysis of data in Fig-37 showed that 20 (66.67 %) subjects ‘strongly agreed’ to the statement, while 8 (26.67 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 2 (6.67 %). Those who ‘disagreed’ were 0 (0 %) in number. The response of ‘strongly disagreed’ was nil. The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of 28 (93.33 %) subjects.
The analysis of data in Fig-38 transpired that out of 30 subjects 16 (53.33 %) ‘strongly agreed’ to the given statement, while 11 (36.67 %) subjects ‘agreed’. There was no response to the option of ‘undecided’. The numbers of ‘disagreed’ responses were 2 (6.67 %). There was ‘strong disagreement’ on the part of 1 (3.33 %) subject. The given statement received extensively ‘agreed’ response from majority of 27 (90 %) subjects.
The analysis of data in Fig-39 disclosed that 18 respondents (60 %) were ‘strongly agreed’, while a sizeable number of 11 (36.67 %) subjects ‘agreed’ to the given statement. The response of ‘undecided’ subject was 1 (3.33 %). None ‘disagreed’ and also nil response of ‘strongly disagreed’. Thus the given statement received notably ‘agreed’ response from 29 (96.67 %) respondents.

The analysis of data in Fig-40 indicated that 17 (56.67 %) subjects ‘strongly agreed’ to the statement, while 13 (43.33 %) subjects ‘agreed’. The responses of ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ subjects were zero per cent. Thus the overall position was that the statement received ‘agreed’ responses from all the 30 (100 %) respondents.
The analysis of data in Fig-41 is based on the responses of 30 principals. Of those 13 (43.33 %) subjects ‘strongly agreed’ to the statement, while 10 (33.33 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 2 (6.67 %). The ‘disagreed’ responses were 5 (16.67 %) in number. The ‘strongly disagreed’ response was zero per cent. The crux of the analysis is that the statement received significantly ‘agreed’ response from 23 (76.67 %) subjects.
The analysis of data in Fig-42 showed that 15 (50 %) subjects ‘strongly agreed’ to the statement, while 14 (46.67 %) ‘agreed’. The response of ‘undecided’ subject was 0 (0 %). The ‘disagreed’ response was 1 (3.33 %). The ‘strongly disagreed’ response was nil. The statement received significant ‘agreed’ responses from nearly all the respondents.

The analysis of data in Fig-43 revealed that out of 30 subjects 14 (46.67 %) ‘strongly agreed’ to the statement, while 16 (53.33 %) ‘agreed’. The response of ‘undecided’ subjects was nil. None ‘disagreed’. The number of ‘strongly disagreed’ response was also zero per cent. The analysis revealed that all the 30 (100 %) subjects indicated ‘agreed’ opinion.
The analysis of data in Fig-44 showed that 18 (60 %) subjects ‘strongly agreed’ to the statement, while another 11 (36.67 %) ‘agreed’. The number of ‘undecided’ subject was zero. The ‘disagreed’ response was 1 (3.33 %). There was no response to the option ‘strongly disagreed’. Consequently the statement was supported by majority 29 (96.67 %) subjects.

Fig-45 Strong Determination of Teachers that no Student will fall below Minimum Level of Achievement
The analysis of data in Fig-45 transpired that 9 (30 %) subjects ‘strongly agreed’ to the statement, while 19 (63.33 %) subjects ‘agreed’. The response of ‘undecided’ subject was 0 (0 %). The ‘disagreed’ respondents were 2 (6.67 %) in number. None ‘strongly disagreed’. The given statement received extensively ‘agreed’ response from majority of 28 (93.33 %) subjects out of the total number of 30 subjects.

The analysis of data in Fig-46 revealed that out of 30 principals 19 (63.33 %) ‘strongly agreed’ to the statement, while 11 (36.67 %) subjects ‘agreed’. The ‘undecided’ response was zero. There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. Thus the overall position was that the statement received notably ‘agreed’ response from 30 (100 %) respondents.
The analysis of data in Fig-47 disclosed that 21 (70 %) subjects were ‘strongly agreed’, while another 9 (30 %) subjects ‘agreed’ to the given statement. There was no response to ‘undecided’, ‘disagreed’ and ‘strongly disagreed’ choices. Thus the given statement received significantly ‘agreed’ response from all 30 (100 %) respondents.

Fig-47 In E.S Principals' Intervention helps in Setting School Climate

Fig-48 E.P have clear Vision about School and about Students & their Needs
The analysis of data in Fig-48 indicated that 24 (80 %) subjects ‘strongly agreed’ to the statement, while 5 (16.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). Those who ‘disagreed’ and ‘strongly disagreed’ were zero percent. The statement received radically ‘agreed’ response from majority 29 (96.67 %) subjects.

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**Fig-49 E.P Translate their Vision into Goals for their School, Teachers and Administration**

The analysis of data in Fig-49 revealed that 19 (63.33 %) subjects ‘strongly agreed’ to the statement, while another 10 (33.33 %) subjects ‘agreed’. The ‘undecided’ subject was 1 (3.33 %). None ‘disagreed’ or ‘strong disagreed’. The crux of the analysis is that the statement received ‘agreed’ response from 29 (96.67 %) respondents.
The analysis of data in Fig-50 transpired that 17 (56.67 %) subjects ‘strongly agreed’ to the statement, while 12 (40 %) subjects ‘agreed’. Zero per cent subject ‘undecided’. There was ‘disagreement’ of 1 (3.33 %) respondent. There was no response to the option of ‘strongly disagreed’. Thus the statement received notably ‘agreed’ response from majority 29 (96.67 %) subjects.
The analysis of data in Fig-51 showed that out of 30 respondents 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while another 11 (36.67 %) ‘agreed’. The ‘undecided’ response was received from 1 (3.33 %) subject. Those who ‘disagreed’ were 2 (6.67 %). None ‘strongly disagreed’. Consequently the statement received ‘agreed’ response from majority 27 (90 %) respondents.

The analysis of data in Fig-52 indicated that 20 (66.67 %) subjects ‘strongly agreed’ to the statement, while 9 (30 %) subjects ‘agreed’. The ‘undecided’ response was zero. The ‘disagreed’ response was 1 (3.33 %). There was nil response of ‘strongly disagreed’ option. Conclusively, the given statement received significantly ‘agreed’ response from 29 (96.67 %) subjects.
The analysis of data in Fig-53 disclosed that 18 (60%) subject ‘strongly agreed’ to the statement, while 9 (30%) subjects ‘agreed’. There were 2 (6.67%) subject who stayed ‘undecided’. The ‘disagreed’ response was 1 (3.33%). None ‘strongly disagreed’. The crux of the analysis is that the statement received radically ‘agreed’ response from overwhelming majority of (90%) respondents.
The analysis of data in Fig-54 indicated that 20 (66.67 %) subjects ‘strongly agreed’ to the given statement, while another 8 (26.67 %) subjects ‘agreed’. There were 2 (6.67 %) subjects who stayed ‘undecided’. Those ‘disagreed’ and ‘strongly disagreed’ were zero per cent. As a result the given statement received notably ‘agreed’ response from 28 (93.33 %) subjects.

![Fig-55 E.P discuss with Teachers the Areas for sort of Improvement](chart)

The analysis of data in Fig-55 showed that out of 30 respondents 17 (56.67 %) ‘strongly agreed’ to the statement, while 13 (43.33 %) subjects ‘agreed’. The number of ‘undecided’ response was 0 (0 %). Those who ‘disagreed’ and ‘strongly disagreed’ were zero per cent. Consequently the statement received ‘agreed’ response of (100%) subjects.
The analysis of data in Fig-56 revealed that 22 (73.33 %) subjects ‘strongly agreed’ to the given statement, while another 8 (26.67 %) subjects ‘agreed’. The responses of ‘undecided’, ‘disagreed’ and ‘strong disagreed’ got zero responses. The analysis revealed that the statement received notably ‘agreed’ response from 30 (100 %) respondents.
The analysis of data in Fig-57 showed that 12 (40 %) subjects ‘strongly agreed’ to the statement, while 13 (43.33 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 3 (10 %). Those who ‘disagreed’ were 2 (6.67 %) in number. None ‘strongly disagreed’. The crux of the analysis is that the statement received significantly ‘agreed’ response from 25 (83.33 %) subjects.

The analysis of data in Fig-58 transpired that 22 (73.33 %) ‘strongly agreed’ to the given statement, while another 8 (26.67 %) subjects ‘agreed’. The response of ‘undecided’ subject was 0 (0 %). There was no response to ‘disagreed’ and ‘strongly disagreed’ choices. The given statement received extensively ‘agreed’ response from 100 % subjects.
The analysis of data in Fig-59 disclosed that 14 (46.67 %) were ‘strongly agreed’ to the given statement, while a sizeable subjects of 12 (40 %) ‘agreed’. The response of ‘undecided’ subject was 1 (3.33 %). The ‘disagreed’ responses were 3 (10 %) in number. None ‘strongly disagreed’.
Thus the given statement received notably ‘agreed’ response from 26 (86.67 %) subjects.
The analysis of data in Fig-60 transpired that 16 (53.33 %) subjects ‘strongly agreed’ to the statement, while another 11 (36.67 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 3 (10 %). The ‘disagreed’ and ‘strong disagreed’ got zero responses. Thus the overall position was that the statement received more ‘agreed’ responses of 27 (90 %) respondents.
4.2 Teachers’ Responses to Opinionnaire

An opinionnaire containing 20 items/statements was fielded to 60 teachers and their responses were obtained which are graphically presented with discussion on each item.

![Fig-1 Professional Satisfaction](image)

The analysis of data in Fig-1 included the responses of 60 teachers, of those 36 (60%) subject ‘strongly agreed’ to the statement, while 22 (36%) subjects ‘agreed’. The response of ‘undecided’ subject was 1 (02%). The ‘disagreed’ response was 1 (2%) in number. The ‘strong disagreement’ was zero per cent.

The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.
The analysis of data in Fig-2 showed that 4 (7 %) ‘strongly agreed’ to the statement, while 16 (27 %) ‘agreed’. The responses of ‘undecided’ subjects were 5 (8 %). Those who ‘disagreed’ were 24 (40 %) in number. There was ‘strong disagreement’ on the part of 11 teachers (18 %) subjects. The statement received significant ‘disagreed’ responses from most of the respondents.
The analysis of data in Fig-3 revealed that out of 60 subjects 33 (55 %) ‘strongly agreed’ to the statement, while 26 (43 %) ‘agreed’. The response of ‘undecided’ subjects was nil. None ‘disagreed’. The number of ‘strong disagreed’ response was 1(2 %). The analysis revealed that the majority of 33 subjects indicated ‘strongly agreed’ opinion (55 %).

The analysis of data in Fig-4 showed that 14 (23 %) ‘strongly agreed’ to the statement, while 26 (43 %) ‘agreed’. The numbers of ‘undecided’ subjects were 12 (21 %). Those who ‘disagreed’ were 8 (13 %) in number. There was no response to the item ‘strongly disagreed’. Consequently the statement was supported by majority of subjects.
The analysis of data in Fig-5 transpired that 36 (60 %) ‘strongly agreed’ to the statement, while 22 (36 %) subjects ‘agreed’. The response of ‘undecided’ subject was 0 (0 %). The ‘disagreed’ respondent was 1 (2 %) in number. Only 1 (2 %) subject ‘strongly disagreed’.

The given statement received extensively ‘agreed’ response from majority of 58 subjects out of the total number of 60 subjects.
The analysis of data in Fig-6 revealed that out of 60 teachers 33 (55 %) ‘strongly agreed’ to the statement, while 25 (42 %) ‘agreed’. No response was ‘undecided’. There was none who ‘disagreed’. There was ‘strong disagreement’ on the part of 2 (3 %) subjects.

Thus the overall position was that the statement received notably ‘agreed’ response from nearly all the respondents.

The analysis of data in Fig-7 disclosed that 42 (70 %) were ‘strongly agreed’ answers, while 13 (22 %) ‘agreed’ to the given statement. The response of ‘undecided’ subjects was 2 (3 %). The ‘disagreed’ response was 1 (2 %). Two subjects (3 %) ‘strongly disagreed’.

Thus the given statement received significantly ‘agreed’ response from most of the respondents.
The analysis of data in Fig-8 indicated that 33 (55 %) subjects ‘strongly agreed’ to the statement, while 23 (38 %) ‘agreed’. The response of ‘undecided’ subject was 1 (02 %). Those who ‘disagreed’ was 1 (2 %). There was ‘strong disagreement’ on the part of 2 (3 %) subjects.

The statement received radically ‘agreed’ response from most of the respondents.
The analysis of data in Fig-9 revealed that 33 (55 %) subjects ‘strongly agreed’ to the statement, while 23 (39 %) ‘agreed’. The ‘undecided’ subjects were 2 (3 %). Those who ‘disagreed’ were 2 (3 %). None of the subjects ‘strong disagreed’.

The crux of the analysis is that the statement received ‘agreed’ response from majority of the respondents.

The analysis of data in Fig-10 transpired that 32 (53 %) subjects ‘strongly agreed’ to the statement, while 21 (35 %) ‘agreed’. A negligible number of 4 (7 %) remained ‘undecided’. There was ‘disagreement’ of 1 (2 %) respondent. Another 2 (3 %) subjects reported ‘strong disagreement’. Thus the statement received notably ‘agreed’ response from most of the respondents.
The analysis of data in Fig-11 showed that 43 (72 %) subjects ‘strongly agreed’ to the statement, while 14 (23 %) ‘agreed’. The ‘undecided’ response was received from 1 (02 %) subject. None ‘disagreed’. There was ‘strong disagreement’ on the part of 2 (3 %) subjects. Consequently the statement received ‘agreed’ response as a whole.
The analysis of data in Fig-12 indicated that 40 (67 %) subjects ‘strongly agreed’ to the statement, while 17 (28 %) ‘agreed’. There was 1 (02 %) ‘undecided’ subject. None ‘disagreed’ to the statement. There was ‘strong disagreement’ on the part of 2 (3 %) subjects.

Conclusively the given statement received significantly ‘agreed’ response from most of the respondents.

The analysis of data in Fig-13 disclosed that 22 (37 %) subject ‘strongly agreed’ to the statement, while 29 (48 %) subjects ‘agreed’. There were 3 (05 %) subject who stayed ‘undecided’. Those who ‘disagreed’ were 4 (7 %). There was ‘strong disagreement’ on the part of 2 (03 %) subjects.

The crux of the analysis is that the statement received radically ‘agreed’ response from overwhelming majority of respondents.
The analysis of data in Fig-14 indicated that 18 (30 %) subjects ‘strongly agreed’ to the given statement, while 29 (48 %) ‘agreed’. There were 10 (17 %) subjects who stayed ‘undecided’. Those ‘disagreed’ were 2 (3 %) in number. The only 1 (2 %) subject ‘strong disagreed’. As a result the given statement received notably ‘agreed’ response from most of the respondents.
The analysis of data in Fig-15 showed that 2 (3 %) ‘strongly agreed’ to the statement, while 29 (48 %) subjects ‘agreed’. The number of ‘undecided’ responses was 10 (17 %). Those who ‘disagreed’ were 9 (15 %) in number. There were 10 (17 %) subjects who ‘strong disagreed’ with the given statement.

Consequently the statement received ‘agreed’ response of (51%) subjects as against disagreed response of (49%).

The analysis of data in Fig-16 revealed that 12 (20 %) subjects ‘strongly agreed’ to the given statement, while 32 (53 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 13 (22 %). Those who ‘disagreed’ were 2 (3 %). There was ‘strong disagreement’ on the part of 1 (02 %) subject.

The analysis revealed that the statement received notably ‘agreed’ response from the respondents.
The analysis of data in Fig-17 showed that 25 (42 %) subjects ‘strongly agreed’ to the statement, while 29 (48 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 3 (05 %). Those who ‘disagreed’ were 2 (3 %) in number. There was ‘strong disagreement’ on the part of 1 (02 %) subject. The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.
The analysis of data in Fig-18 transpired that 28 (47 %) ‘strongly agreed’ to the given statement, while 24 (40 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 3 (05 %). Those ‘disagreed’ were 4 (6 %) in number. There was ‘strong disagreement’ on the part of 1 (02 %) subject.

The given statement received extensively ‘agreed’ response from majority of 52 subjects out of the total number of 60 subjects.

The analysis of data in Fig-19 disclosed that 10 (16 %) were ‘strongly agreed’ answers, while a sizeable subjects of 30 (50 %) ‘agreed’ to the given statement. The responses of ‘undecided’ subjects were 13 (22 %). The ‘disagreed’ responses were 6 (10 %) in number. One subject (02 %) ‘strong disagreed’.

Thus the given statement received notably ‘agreed’ response from most of the respondents.
The analysis of data in Fig-20 transpired that 6 (10 %) subjects ‘strongly agreed’ to the statement, while 27 (45 %) subjects ‘agreed’. The responses of ‘undecided’ subjects were 13 (22 %). The ‘disagreed’ respondents were 9 (15 %) in number. There was strong disagreement on the part of 5 (08 %) subjects. Thus the overall position was that the statement received more ‘agreed’ responses from the respondents.
4.3 Students’ Responses to Opinionnaire

An opinionnaire containing 20 items/statements was fielded to 600 students and their responses were obtained which are graphically presented with discussion on each item.

![Bar chart showing responses to opinionnaire](image-url)

The analysis of data in Fig-1 included the responses of 600 students, of those 377 (62.83%) subjects ‘strongly agreed’ to the statement, while 187 (31.16 %) subjects ‘agreed’. The ‘disagreed’ response was 13 (2.16 %) in number. The ‘strong disagreement’ was 12 (2 %). The response of ‘undecided’ subject was 11 (1.83 %).

The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.
The analysis of data in Fig-2 showed that 172 (28.66 %) ‘strongly agreed’ to the statement, while 131 (21.83 %) ‘agreed’. Those who ‘disagreed’ were 124 (20.66 %) in number. There was ‘strong disagreement’ on the part of 106 students (17.66 %) subjects. The responses of ‘undecided’ subjects were 67 (11.16 %).

The statement received significant ‘agreed’ response from majority of the respondents.
The analysis of data in Fig-3 revealed that out of 600 subjects 260 (43.33 %) ‘strongly agreed’ to the statement, while 263 (43.83 %) ‘agreed’. Those who ‘disagreed’ were 32 (5.33 %) in number. The number of ‘strong disagreed’ response were 12 (2 %). The responses of ‘undecided’ subjects were 33 (5.5 %).

The analysis revealed that the majority of 523 subjects indicated ‘strongly agreed’ opinion (87.16 %).

The analysis of data in Fig-4 exposed that 206 (34.33 %) ‘strongly agreed’ to the statement, while 201 (33.5 %) ‘agreed’. Those who ‘disagreed’ were 69 (11.5 %) in number. Those who given option of ‘strong disagreed’ were 77 (12.83 %) in number. The numbers of ‘undecided’ subjects were 47 (7.83 %).

Consequently the statement was supported by majority of subjects.
The analysis of data in Fig-5 transpired that 243 (40.5 %) ‘strongly agreed’ to the statement, while 237 (39.5 %) subjects ‘agreed’. The ‘disagreed’ respondent were 42 (7 %) in number. The number of ‘strongly disagreed’ response was 22 (3.66 %). The responses of ‘undecided’ subject were 56 (9.33 %).

The given statement received extensively ‘agreed’ response from majority of 480 subjects out of the total number of 600 subjects.
The analysis of data in Fig-6 revealed that out of 600 students 191 (31.83 %) ‘strongly agreed’ to the statement, while 209 (34.83 %) ‘agreed’. Those who ‘disagreed’ were 81 (13.5 %) in number. There was ‘strong disagreement’ on the part of 69 (11.5 %) subjects. The response of ‘undecided’ subjects was 50 (8.33 %). Thus the overall position was that the statement received notably ‘agreed’ response from majority of the respondents.

![Fig-7 Occasionally Discuss A.Problems with Teachers](image)

The analysis of data in Fig-7 showed that 193 (32.16 %) ‘strongly agreed’ to the statement, while 252 (42 %) ‘agreed’. Those who ‘disagreed’ were 60 (10 %) in number. The response of the item ‘strong disagreed’ got 35 (5.83 %) votes. The number of ‘undecided’ subjects was 60 (10 %). Consequently the statement was supported by majority of subjects.
The analysis of data in Fig-8 revealed that out of 600 subjects 227 (37.83 %) ‘strongly agreed’ to the statement, while 207 (34.5 %) ‘agreed’. Those who ‘disagreed’ were 51 (8.5 %). The number of ‘strong disagreed’ response was 70(11.66 %). The response of ‘undecided’ subjects was 45 (7.5 %) in number. The analysis revealed that the majority of 434 subjects indicated ‘strongly agreed’ opinion (72.33 %).
The analysis of data in Fig-9 included the responses of 600 students, of those 199 (33.16 %) subject ‘strongly agreed’ to the statement, while 204 (34 %) subjects ‘agreed’. The ‘disagreed’ response was 49 (8.16 %) in number. The ‘strong disagreement’ option got 50 (8.33 %) response. The responses of ‘undecided’ subject were 98 (16.33 %). The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.

The analysis of data in Fig-10 discovered that 160 (26.66 %) ‘strongly agreed’ to the statement, while 250 (41.66 %) ‘agreed’. Those who ‘disagreed’ were 73 (12.16 %) in number. There was ‘strong disagreement’ on the part of 44 students (7.33 %) subjects. The responses of ‘undecided’ subjects were 73 (12.16 %). The statement received significantly ‘agreed’ responses from most of the respondents.
The analysis of data in Fig-11 transpired that 173 (28.83 %) ‘strongly agreed’ to the statement, while 186 (31 %) subjects ‘agreed’. The ‘disagreed’ respondent was 78 (13 %) in number. There was ‘strongly disagreement’ on the part of 112 (18.66 %) subjects. The response of ‘undecided’ subject was 51 (8.5 %). The given statement received extensively ‘agreed’ response from 359 subjects out of the total number of 600 subjects.
The analysis of data in Fig-12 included the responses of 600 students, of those 162 (27 %) subject ‘strongly agreed’ to the statement, while 229 (38.16 %) subjects ‘agreed’. The ‘disagreed’ response was 62 (10.33 %) in number. The ‘strong disagreement’ option got 93 (15.5 %) response. The response of ‘undecided’ subject was 54 (09 %).

The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.

![Figure 13: Teachers Promote Cultural Activities among Students](image)

The analysis of data in Fig-13 revealed that out of 600 subjects 165 (27.5 %) ‘strongly agreed’ to the statement, while 211 (35.16 %) ‘agreed’. Those who ‘disagreed’ were 71 (11.83 %). The number of ‘strong disagreed’ response were 87(14.5 %). The response of ‘undecided’ subjects was 66 (11 %) in number.

The analysis revealed that the majority of 376 subjects indicated ‘strongly agreed’ opinion (62.66 %).
The analysis of data in Fig-14 transpired that 220 (36.66%) ‘strongly agreed’ to the statement, while 255 (42.5%) subjects ‘agreed’. The ‘disagreed’ respondent were 47 (7.83%) in number. Those who ‘strongly disagreed’ were 41 (6.83%) subjects. The response of ‘undecided’ subject was 37 (6.16%).

The given statement received extensively ‘agreed’ response from majority of 475 subjects out of the total number of 600 subjects.
The analysis of data in Fig-15 exposed that 186 (31 %) ‘strongly agreed’ to the statement, while 228 (38 %) ‘agreed’. Those who ‘disagreed’ were 47 (7.83 %) in number. There was ‘strong disagreement’ on the part of 67 students (11.16 %) subjects. The responses of ‘undecided’ subjects were 72 (12 %).

The statement received significant ‘agreed’ responses from majority of the respondents.

The analysis of data in Fig-16 showed that 239 (39.83 %) ‘strongly agreed’ to the statement, while 218 (36.33 %) ‘agreed’. Those who ‘disagreed’ were 33 (5.5 %) in number. There was ‘strong disagreement’ on part of 36 (6 %) subjects. The numbers of ‘undecided’ subjects were 74 (12.33 %).

Consequently the statement was supported by majority of subjects.
The analysis of data in Fig-17 showed that 307 (51.16 %) ‘strongly agreed’ to the statement, while 162 (27 %) ‘agreed’. Those who ‘disagreed’ were 30 (5 %) in number. There was ‘strong disagreement’ on the part of 73 students (12.16 %) subjects. The responses of ‘undecided’ subjects were 28 (4.66 %).

The statement received significantly ‘agreed’ responses from most of the respondents.
The analysis of data in Fig-18 transpired that 202 (33.66 %) ‘strongly agreed’ to the statement, while 278 (46.33 %) subjects ‘agreed’. The ‘disagreed’ respondent were 38 (6.33 %) in number. Those who ‘strongly disagreed’ were 22 (3.66 %) subjects. The response of ‘undecided’ subject was 60 (10 %). The given statement received extensively ‘agreed’ response from majority of 480 subjects out of the total number of 600 subjects.

The analysis of data in Fig-19 revealed that out of 600 subjects 165 (27.5 %) ‘strongly agreed’ to the statement, while 185 (30.83 %) ‘agreed’. Those who ‘disagreed’ were 83 (13.83 %) in number. The number of ‘strong disagreed’ response were 84(14 %). The responses of ‘undecided’ subjects were 83 (13.83 %). The analysis revealed that the majority of 350 subjects indicated ‘strongly agreed’ opinion (58.33 %).
The analysis of data in Fig-20 included the responses of 600 students, of those 233 (38.83 %) subjects ‘strongly agreed’ to the statement, while 219 (36.5 %) subjects ‘agreed’. The ‘disagreed’ response were 35 (5.83 %) in number. The ‘strong disagreement’ option has got 42 (7 %) responses. The responses of ‘undecided’ subject were 71 (11.83 %).

The crux of the analysis is that the statement received significantly ‘agreed’ response from majority of the respondents.
4.4 Statistical Analysis of Principals’ Responses

The responses obtained from 30 principals on the basis of opinionnaire regarding factors promoting excellence in schools were subjected to statistical analysis by using a non-parametric test, i.e. Kruskal Wallis test, through Minitab to test the similarities in the principals responses. The principal responses about 60 subjects with five choices are given in Table-4.1.

Table-4.1

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4.4.1 Testing of Statistical Hypothesis

The responses of principals were tested through Krushkal Wallis to see whether their responses were the same or not about various questions. Null hypothesis for this purpose was “the responses of all principals were the same at the average”. The results obtained through minitab were given in Table-4.2.

Table-4.2

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From above mentioned p-value it revealed that the statistical hypothesis of the study was insignificant. Conclusively, the responses of all the principals were the same at the average.
Statistical Analysis of Teachers’ Responses

The responses obtained from 60 teachers on the basis of opinionnaire regarding factors promoting excellence in schools were subjected to statistical analysis by using a non-parametric test, i.e- Krushkal Wallis test, through Minitab to test the similarities in the teachers responses. The number of subjects were 20 with five choices are given in Table-4.3.

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4.5.1 Testing of Statistical Hypothesis

The responses of 60 teachers were tested by using a non-parametric test, i.e. Krushkal Wallis test, through Minitab to see whether their responses were the same or not about various questions. Null hypothesis for this purpose was “the responses of all teachers were the same at the average”. The results obtained about 20 subjects with five choices were given in Table-4.4.

Table-4.4

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H = 4.07  DF = 19  P = 1.000
H = 4.10  DF = 19  P = 1.000 (adjusted for ties)
From above mentioned p-value it revealed that the statistical hypothesis of the study was insignificant. Conclusively, the responses of all teachers were the same at the average.

4.6 Statistical Analysis of Students’ Responses

The responses obtained from 600 students on the basis of opinionnaire regarding factors promoting excellence in schools were subjected to statistical analysis by using Krushkal Wallis test, through Minitab to test the similarities in students’ responses. The students responses about 20 subjects with five choices (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) are given in Table- 4.5.

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<td>47</td>
<td>600</td>
</tr>
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<td>16</td>
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<td>218</td>
<td>36</td>
<td>74</td>
<td>33</td>
<td>600</td>
</tr>
</tbody>
</table>
4.6.1 Testing of Statistical Hypothesis

The responses of students were tested through Krushkal Wallis to test whether their responses were the same or not about various options. Null hypothesis for this purpose was “the responses of all students were the same at the average”. The result obtained through minitab was reflected in Table-4.6.

<table>
<thead>
<tr>
<th>S. No. (Questions)</th>
<th>N</th>
<th>Median</th>
<th>Ave Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>13.00</td>
<td>35.9</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>124.00</td>
<td>56.7</td>
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<tr>
<td>3</td>
<td>5</td>
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</tr>
<tr>
<td>4</td>
<td>5</td>
<td>77.00</td>
<td>53.3</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>56.00</td>
<td>47.4</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>81.00</td>
<td>54.2</td>
</tr>
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<td>49.3</td>
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<td>9</td>
<td>5</td>
<td>98.00</td>
<td>52.3</td>
</tr>
<tr>
<td>10</td>
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<td>112.00</td>
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</tr>
<tr>
<td>18</td>
<td>5</td>
<td>60.00</td>
<td>45.9</td>
</tr>
</tbody>
</table>
From above mentioned p-value it concealed that the statistical hypothesis of the study was insignificant. The convincingly, the responses of all students were the same at the average.

**4.7 Crux of Parents’ Interviews**

To parents good results were important because they were the ultimate outcome of the school efforts. Other factors for promoting excellence in schools included (a) Efficient and dutiful administration. (b) Devoted and well-trained teaching staff. (c) Conducive environment for learning. (d) Parents’ intervention. (e) Participation of community. (f) Needed facilities for students.
### 4.8 School wise Board’s Results of 10th Class Session 2008 to 2010

**Table-4.7**

<table>
<thead>
<tr>
<th>School code No</th>
<th>Name of School</th>
<th>Percentage Result of 10th class</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Saint Mary’s high school Peshawar Cantt</td>
<td>100 99 100 2008 2009 2010</td>
<td>99</td>
</tr>
<tr>
<td>02</td>
<td>Peshawar public school &amp; college Warsak road</td>
<td>97.91 96.75 93.33</td>
<td>95.97</td>
</tr>
<tr>
<td>03</td>
<td>Student Academy Warsak road Peshawar</td>
<td>96 91.30 72.97</td>
<td>86.75</td>
</tr>
<tr>
<td>04</td>
<td>LUMS Hayatabad Peshawar</td>
<td>100 100 100</td>
<td>100</td>
</tr>
<tr>
<td>05</td>
<td>Frontier model school &amp; college Warsak road Peshawar</td>
<td>92.92 88.99 100</td>
<td>93.97</td>
</tr>
<tr>
<td>06</td>
<td>Agriculture public school &amp; college Peshawar</td>
<td>96.77 90.67 92.68</td>
<td>93.37</td>
</tr>
<tr>
<td>07</td>
<td>Warsak model school &amp; college Peshawar</td>
<td>94.70 95.73 97.41</td>
<td>94.94</td>
</tr>
<tr>
<td>08</td>
<td>Govt; higher secondary school Cantt No1 Peshawar</td>
<td>63.25 80.22 90.30</td>
<td>77.92</td>
</tr>
<tr>
<td>09</td>
<td>Govt; higher secondary school Cantt No2 Peshawar</td>
<td>94.08 93.41 95.06</td>
<td>94.18</td>
</tr>
<tr>
<td>10</td>
<td>Govt; higher secondary school city No1 Peshawar</td>
<td>50.51 85.45 59.54</td>
<td>65.17</td>
</tr>
<tr>
<td>11</td>
<td>Golden gate public school Warsak road Peshawar</td>
<td>100 94.44 100</td>
<td>98.15</td>
</tr>
<tr>
<td>12</td>
<td>Khyber grammar school &amp; college Warsak road Peshawar</td>
<td>78.26 86.44 75.86</td>
<td>80.19</td>
</tr>
<tr>
<td>13</td>
<td>Frontier Children’s academy Hayatabad Peshawar</td>
<td>99 99.43 97</td>
<td>98.48</td>
</tr>
<tr>
<td>No.</td>
<td>School Name</td>
<td>City</td>
<td>Result 1</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>014</td>
<td>Saint Francis high school</td>
<td>Hayatabad Peshawar</td>
<td>100</td>
</tr>
<tr>
<td>015</td>
<td>Forward public school</td>
<td>Hayatabad Peshawar</td>
<td>100</td>
</tr>
<tr>
<td>016</td>
<td>Pak-Turk school</td>
<td>Hayatabad Peshawar</td>
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</tr>
<tr>
<td>017</td>
<td>ILM Hayatabad Peshawar</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>018</td>
<td>Edward school &amp; college</td>
<td>Peshawar Cantt</td>
<td>100</td>
</tr>
<tr>
<td>019</td>
<td>Muslim public school</td>
<td>Peshawar Cantt</td>
<td>98.84</td>
</tr>
<tr>
<td>020</td>
<td>Aftab public school</td>
<td>Canal Town Peshawar</td>
<td>92.86</td>
</tr>
<tr>
<td>021</td>
<td>Iqra school &amp; college</td>
<td>University Town Peshawar</td>
<td>100</td>
</tr>
<tr>
<td>022</td>
<td>Qurtaba school &amp; college</td>
<td>Hayatabad Peshawar</td>
<td>98.28</td>
</tr>
<tr>
<td>023</td>
<td>Islamia collegiate school</td>
<td>Peshawar</td>
<td>44.88</td>
</tr>
<tr>
<td>024</td>
<td>Peshawar grammar school &amp; college</td>
<td>Peshawar</td>
<td>100</td>
</tr>
<tr>
<td>025</td>
<td>Pakistan academic public high school</td>
<td>University Town Peshawar</td>
<td>95.89</td>
</tr>
<tr>
<td>026</td>
<td>University public school</td>
<td>Jumrod road Peshawar</td>
<td>99.29</td>
</tr>
<tr>
<td>027</td>
<td>Muslim educational complex</td>
<td>Dalazak road Peshawar</td>
<td>100</td>
</tr>
<tr>
<td>028</td>
<td>Peshawar model school &amp; college</td>
<td>Warsak road Peshawar</td>
<td>97.25</td>
</tr>
</tbody>
</table>
The analysis of data in Table-4.7 indicated the results of 30 boys’ high schools both in public and private sectors. The comparative analysis of these results revealed that private sector schools have, on the average, performed better in Board’s results while the results of Government Boys’ high schools were not at that level. However, better results are not owing only to the best performance of students. The impression formed indicated that there were other implicit factors that helped improve results. Therefore students’ achievement cannot be considered the sole indicator of excellence.
CHAPTER-5
CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

5.1 Conclusions

The following conclusions were drawn from data analysis and interpretation:

5.1.1 Principals’ responses to opinionnaire revealed that the following factors promoted excellence in high schools both in public and private sectors.

1. School excellence was not owing to a single factor or high morale or students’ high achievement or high pass percentages rather it was the net result, many other inputs, which included, among others, proper curricula and well-trained teachers.

2. Better relationships among stakeholders improved school climate, staff morale, and public confidence in schooling.

3. Curricular and co-curricular programmes of school promoted sustainable commitment to educational outcomes.

4. Principals’ interventions made difference in school improvement efforts. Those efforts included proper monitoring of progress of students and feedback given to them.

5. School improvement largely owed itself to the leadership skills of principals. Those included clear visions of what they wanted their schools to become, visions that focused on students and their needs, and their translation into goals for their faculty.

6. Effective principals knew fully what teachers were doing in the class and were able to evaluate the teachers’ performance logically.

7. Principals promoted school culture that included values, symbols, beliefs and shared meaning of parents, students, teachers and community. Through their leadership qualities they could secure full cooperation of all teachers for school improvement.
8. Teachers used all possible instructional strategies for effective teaching-learning process for which all necessary equipment and materials were to be provided to them.

9. Principals were expected to resolve inter-teacher conflicts by promoting collegiality and discouraging adversarial relationships among teachers.

10. Effective schools met the high expectations of the society by their best accomplishments, focus on teaching and learning process, and commitment to school goals.

11. In excellent schools work had significance and meaning for all those in the school.

12. Effective principals knew specific details about the performance of their teachers and extended support to solve their problems.

13. Effective principals discussed with the teachers on the areas that needed improvement and how much improvement might come about.

14. Effective principals identified administrative problems and took necessary corrective measures.

15. The study has unfolded an important aspect of the behaviour of the principals who rarely did what they said. For example they emphasized punctuality, devotion and honesty of the principals as some of the factors contributing to excellence in schools but, on ground, they were not demonstrating those virtues. The study has to describe everything factually and there appears no need to reconcile the behaviour of principals with their practices. However, personal and administrative approaches can bring about a change in the attitude of the principals, which could lead to excellence in schools. The principals accepted reality and therefore they mentioned factors that promoted excellence but the failure of some principals to integrate those factors in school policy caused the deterioration of the quality of education.
5.1.2 Teachers’ responses to opinionnaire indicated that the following factors helped in promoting the excellence and effectiveness of secondary schools both in public and private sectors:

1. Job satisfaction of teachers.
2. Holding refresher courses for professional development of teachers.
3. Principals’ interest in solving problems of adults and students.
4. School community relationship.
5. Use of modern technologies for teaching learning process.
6. Arranging various activities for students for their better learning.
7. Better communication helped in teaching learning process.
8. Parents’ involvement in school improvement activities.

5.1.3 Students’ responses to the statements posed to them revealed that the following were some of the most important indicators of excellence in schools:

1. Effective classroom interaction.
2. Parents’ visits to schools.
3. Students and parents’ consideration that the school was a better place for learning.
4. Students’ satisfaction with instructional technologies and enthusiasm they indicated about the effectiveness of their schools.
5. Arranging co-curricular activities in schools.
6. Using library and laboratory for better learning.
7. Modern instructional technologies for teaching learning process.
8. Students’ devotion to their learning.
9. Effective administration for better learning and solving students’ problems.
10. Students’ co-operation with each other for better learning.

5.1.4 Boards’ results of Schools in respect of 30 boys’ high schools both in public and private sectors for a period of three years (2008 to 2010) provided clue to the reality that the academic achievement of private schools was comparatively better than the schools in public sector. However without denying the quality of selected private schools better achievement scores could not be solely attributed to the apparent better performance of
students and there appeared some out of school factors that subscribed to good results. Moreover quality aspect of better achievers also needs probe.

5.1.5 Parents responses to interview items

The outcome of the interviews with parents indicated that the following factors could lead the schools to excellence:

1. Well trained and qualified professional teachers with up-dated knowledge.
2. Up to-date and good curriculum.
3. Good results, healthy curricular and co-curricular activities.
4. Devoted teachers and principals.
5. Parents’ involvement in school-based affairs like children academics, behaviour, their problems, and their overall progress.
6. Arranging activities including dramas, speeches, debates, games and other healthy competition in disciplined manner, to a large extent, promoted the school environment.
7. Community involvement.
8. Committed and honest principal not only for better administration, but for the overall development of the school.
5.2 Summary

The study attempted to identify factors that contributed to excellence in schools both in public and private sectors. It was prompted by the consideration that the education system was in shambles, which resulted in deterioration of quality and effectiveness of schools.

5.2.1 The objectives formulated for the study were a focus on providing information to stakeholders about the concept and factors that promoted excellence in secondary schools and to identify gaps for remedial solutions.

5.2.2 The following research questions were examined in the study:

1. What factors promoted excellence in boys’ high schools both in public and private sectors?
2. What, in global and local perspective, were parameters for attaining excellence in schools?
3. What were the comparative achievements of students in the Boards’ results of class 10th in high schools included in the sample during the period from 2008 through 2010?
4. What implementable suggestions the study made for taking the high schools to the apex of excellence?

5.2.3 The population of the study was principals, teachers, students and parents of 247 boys’ high schools of Peshawar City including 27 schools in public sector and 220 in private sector. There were 2964 teachers including 324 teachers in public schools and 2640 teachers in private sector. Students of both the sectors were part of the population.

5.2.4 The sample of the study was total number of 30 schools from both the sectors including 4 schools (14.81%) in public sector and 26 schools (11.82%) in private sector proportionate to the total number of those schools. A sample of 30 principals was included in the study (04 from public and 26 of private schools). Two teachers
from each school while two parents of students of 10th class from each school were interviewed. They were purposively selected from both types of schools. Twenty 10th class students in each school were sampled for the study.

5.2.5 The process of data collection included both primary and secondary sources. The primary data were based on information obtained from principals/headmasters, teachers and students through opinionnaires. In addition the interviews with parents also provided basic data. Secondary data were obtained from the Board’s results of 10th classes for 03 years (2008, 2009 and 2010) of the sampled schools and from a study of documents as well as review of relevant literature.

5.2.6 The tools of research were Opinionnaires and interview items that were developed for headmasters/principals, teachers, students and parents of boys’ high schools in public and private sectors of Peshawar City. The parents of the students were purposively selected, and interviewed on the parameters that evidently contributed to school excellence. In addition, Board’s results (2008-2010) of 10th class examinations were also used for assessment. The review of relevant literature was also an instrument to fit the study in the general framework of research and to acquire know-how about different aspects of the problem of the study.

5.2.7 The validity and reliability of the data presented and analyzed were ensured through systemic and scientific approach. The accuracy of data were ensured and tools subjected to pilot testing. The data were given both quantitative and qualitative treatment. The quantitative analysis was made reliable and valid through the application of statistical measures where these measures could be effectively applied. The reliability of qualitative data was ensured by personal school visits and elimination of bias.

5.2.8 The outcome of the study was that excellence is multi-dimensional phenomenon and, therefore, many factors collectively contributed to excellence in schools. Those factors that were considered important by principals for promoting
excellence in schools included, curricula, well-trained teachers, implementation of co-curricular activities, use of appropriate instructional strategies, effective principals, support and collegiality of teachers and the needed infrastructure, the principal interventional role in supervision as well as instructional support were also important factors for leading the schools to the apex of excellence.

5.2.9 The factors identified on the basis of the responses of teachers were the need for job satisfaction of teachers; holding refresher courses, principals’ interest in solving problems of adults and students promoting school community relationship and the use of new technologies for teaching learning process.

5.2.10 Students’ responses provided yet a different view of excellent schools. According to them what happened in excellent schools included effective classroom interaction, parents’ visits to schools, students and parents’ consideration of that the school was a better place for learning, students satisfaction with instructional technologies and enthusiasm they indicated about the effectiveness of their schools.

5.2.11 Crux of Parents’ Interviews

To parents good results were important because they were the ultimate outcome of the school efforts. Other factors for promoting excellence in schools included (a) Efficient and dutiful administration. (b) Devoted and well-trained teaching staff. (c) Conducive environment for learning. (d) Parents’ intervention. (e) Participation of community. (f) Needed facilities for students.

5.2.12 School wise Board’s Results of 10th Class Session 2008 to 2010

The analysis of data in Table 4.7 indicated the results of 30 boys’ high schools both in public and private sectors. The comparative analysis of the results revealed that private sector schools had, on the average, performed better in Board’s results while the results of Government boys’ high schools were not at that level. But better results could not solely be attributed to the best performance of students. There are other implicit factors that helped improve results. Therefore total reliance on students’
scores cannot be labeled as the only factor for promoting excellence in schools, where qualitative aspects of the best graduates needed a further probe.

5.2.13 Answers to Research Questions of the Study

The study answered all the four research questions. The responses of the subjects provided an answer to question number-1 that asked the respondents to identify factors promoting excellence in schools. The study identified factors that collectively contributed to excellence in high schools and made part of conclusions. The answer to second question that required the study to highlight, in global and local perspectives, factors of excellence were provided not only in review section but also those variables were made part of opinionnaires and interviews items. Those were further described in the conclusive paragraph of chapter-2. The comparative achievements of students were also highlighted and end-result given in conclusions. It was an answer to question number-3. The suggestions required in key question no.4 were given in the form of recommendations of the study. Those important factors that could promote excellence included curricula, well trained teachers, implementation of co-curricular activities, use of appropriate instructional strategies, effective principals, support and collegiality of teachers and the needed infrastructure, principals’ interventional role in supervision as well as instructional support, jobs satisfaction of teachers, promoting school community relationship, use of new technologies for teaching learning process, effective classroom interaction, satisfaction with instructional technologies were also important factors for leading the school to the apex of excellence.

The school principals could apply those factors without expanding much financial liabilities. However, training and orientation in this important area should be prerequisite.
It was found statistically viable to use different scale due to the different nature of responses of the participants. As regards the outcome of the study and lesson learned the study provided indication that excellence was found to be multi-dimensional phenomenon and, therefore, many factors collectively contributed to excellence in schools including curricula, well trained teachers, implementation of co-curricular activities, use of appropriate instructional strategies, effective principals, support and collegiality of teachers and the needed infrastructure, principals’ interventional role in supervision as well as instructional support were also important factors for leading the school to the apex of excellence.

The current research has added to the existing knowledge include the following:

1. Principals’ who agree on certain points like punctuality, honesty, justice, proper monitoring, devotion, vision, collegiality and other related administrative measures were not actually practiced is less effective schools and, therefore, their schools fell short of the level of excellence. While those who actually practiced on the above mentioned points found their school effective.

2. The present research has contributed to the existing knowledge as research in Pakistan in this area as scarce and parents are always at a loss to understand which schools are better for their wards. The outcome of the study identified those factors on the basis of which stakeholders would be guided to take correct decisions.
5.3 Recommendations

The study made the following recommendations on the basis of data analysis and inferences drawn from them:

1. Excellent schools should focus on promoting skills of students and help promote their balanced personality. The following key factors in general, were identified for raising the schools to the apex of excellence:
   a. Equipment of learners with skills for practical life.
   b. Exposure of teachers to scaffold learning.
   c. Need assessment to be congruent with learning.
   d. Active engagement of the learner.
   e. Fostering both individual and social processes and outcomes.
   f. Promoting and encouraging co-curricular activities.

2. The school effectiveness largely owes itself to the competences and dutifulness of school principals. Therefore, it is recommended for less effective schools that their principals ought to be equipped with the following qualities:
   a. School principal/headmasters should be well educated, devoted, honest, punctual and having no political affiliation.
   b. Informed, clear visions of what they want their schools to become, visions that focus on students and their needs,
   c. Translate their visions into goals for their schools and expectations for the teachers, students and administrations,
   d. Establish school climate that supports progress toward those goals and expectations,
   e. Monitor progress continuously,
   f. Intervene in a supportive and corrective manner,
   g. Promote collegiality and competitive relationships and discourage adversarial trends among teachers.
3. In excellent schools there are competent, professionally skilled teachers, who, with timely efforts, can bring excellence in schools. They can be identified with the following attributes:
   
a. Arranging various healthy activities for better learning of students,
   
b. Parents’ involvement for school betterment,
   
c. There should be teachers’ developmental program each year for updating their knowledge, according to the changing conditions,
   
d. In order to share or reduce principal burden there should be various sectional heads and various committees for various activities like admission, examination, co-curricular activities and other healthy activities in schools.
   
e. There should be proper reward/punishment system on yearly basis, in order to motivate/warn teaching staff.
   
f. For students’ betterment there should be healthy competitions like inter-school competition, debates, study tours, blood donor societies, parents’ visits and other community involvement activities.
   
g. Use modern instructional technologies for better learning should be recommended.

4. The schools which did not meet the criteria of excellent schools were deficient and efforts were needed to make up deficiencies in order to bring those schools to the level of effective schools. A question arises how the recommendations of the study could be translated into practical plan for change? The study could make only implementable suggestions to stakeholders but the behavioural change would require a strategy to be developed by public policy and administrative measures to reform the principals. For example strong monitoring and supervisory system could make them punctual; strong accountability system could make them honest and motivational incentives could make them devoted to their profession. The change element is based on the implementation of the recommendations of the study and the only source available to the author is to send the recommendations to the government of Khyber Pakhtunkhwa province of Pakistan for appropriate necessary actions. The change factor would be possible only when there is
strong will of the government. The suggestions are implementable without involving financial implications.

The current research has also added value to the already available indications by using them in a different context with different approaches and instruments to provide us clue to some of the real factors that should be available in excellent schools and provide less effective schools to the apex of excellence.
REFERENCES


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Robert J. Marzano, Timothy Waters, Brian A. McNulty (2005). *School leadership that works: from research to results*. Mid-continent Research for Education and Learning 2550 S. Parker Road, Suite 500 • Aurora, CO 80014-1678 USA.


Appendix-I

To Whom It May Concern

Mr. Wasal Khan, Ph.D Education Scholar of Sarhad University of Science and Information Technology Peshawar is carrying out an academic study on the topic “Factors Promoting Excellence in Schools”, which is a partial requirement for the award of Ph.D degree in education.

In view of the evident deterioration in the quality of education the study is very significant to know the parameters and factors that raise schools to the apex of excellence.

Mr. Wasal Khan would the soliciting the opinion of Principals, Teachers, Students and Parents in order to formulate recommendations for improvement of schools. I shall be highly obliged if you kindly extend to him all possible support in the study for early completion of the task assigned to him.

Prof. Dr. Muhammad Iqbal

Head Department of Education
Sarhad University of Science & Information Technology Peshawar
(Thesis Advisor)
Appendix-II

List of Schools

1. Saint Mary’s High School Peshawar Cantt.
2. Peshawar Public School & College Warsak Road Peshawar.
3. Student Academy Warsak Road Peshawar.
4. LUMS Hayatabad Peshawar.
5. Frontier Model School & College Warsak Road Peshawar.
6. Agriculture Public School & College Peshawar.
7. Warsak Model School & College Peshawar.
12. Golden Gate Public School Warsak Road Peshawar.
13. University Public School Warsak Road Peshawar.
15. Khyber Grammar School & College Warsak Road Peshawar.
16. Frontier Children Academy Hayatabad Peshawar.
17. City School University Town Peshawar.
19. Forward Public School Hayatabad Peshawar.
23. Muslim Educational Complex Dalazak Road Peshawar.
24. Muslim Public School Peshawar Cantt.
25. Aftab Public School Canal Town Peshawar.
26. Iqra School & College University Town Peshawar.
27. Qurtaba School & College Hayatabad Peshawar.
Previous Results

Previous three years results of SSC Examination Conducted by Board of Intermediate and Secondary Education Peshawar

Name of School__________________________

Year 2008  T/ Number of Students appeared_____ N/of Students who got A+ grade_____ N/of Students who got A Grade_____ N/of Students who got B grade _______ N/of Students who got C grade______ N/of Students who failed in the examination_____ Overall % of pass students______.

Year 2009  T/ Number of Students appeared_______ N/of Students who got A+ grade______ N/of Students who got A Grade______ N/of Students who got B grade ________ N/of Students who got C grade_____ N/of Students who failed in the examination_____ Overall % of pass students______.

Year 2010  T/ Number of Students appeared ______ N/of Students who got A+ grade______ N/of Students who got A Grade______ N/of Students who got B grade ________ N/of Students who got C grade______ N/of Students who failed in the examination____ Overall % of pass students______.
Ph.D Thesis Topic: Factors Promoting Excellence in Schools

Interview Items for Purposively Selected Parents

Dear Parents,

Parents are always interested to find out effective and excellent schools for their children. In order to identify this type of schools we are interested to carry out a study at the advanced level to find out factors that could contribute to excellence of schools. This would facilitate every one in selection of excellent schools and would help principals/headmasters also to raise their respective schools to the apex of excellence. I would request you to kindly support this study by answering a couple of questions as parents’ involvement in school improvement efforts is always considered important and useful for school improvement.

Yours Sincerely,

Wasal Khan
Ph.D Education Scholar
May 10, 2011

1. What, in your opinion should be the qualities of an excellent school?
2. Keeping in view the role of education in holistic development of personality, do you consider that only good results are not the main factor of excellence?
3. What are the main factors which make a school excellent?
4. What should be the role teachers in raising schools to the apex of excellence?
5. What type of improvement can be brought about in schools through parents’ intervention?
6. Dramas, speeches, debates, games and other healthy competitions are very important for students in a good school. To what extent these activities are being promoted in your son’s school?
7. When we agree that community involvement in a school is considered necessary. How can we promote school effectiveness through this type of involvement?

8. What should be the traits of principal for promoting excellence in school?

9. How does the principal’s effort make difference in school improvement?

10. How does the school involve you in school affairs?

11. What type of school you consider to be fit organization for the education of your children?

12. How does the school meet the educational requirements of your children?
Appendix-V

Sarhad University of Science and Information Technology Peshawar

Dear Principals/Headmasters,

You are threshold guardians of your schools. Your efforts and contribution does make difference in school improvement. It is, therefore, important to consult you on issues that have bearing on school. I am conducting an academic study for my Ph.D Education Program on the topic, “Factors Promoting Excellence in Schools”. In order to find out what factors really contribute to excellence of schools. I have listed a number of statements and given number of options in front of it in the enclosed opinionnaire. I am requesting you to kindly consider these statements and tick mark the relevant answer that you feel appropriate. Your support and co-operation would be highly appreciated.

Yours Sincerely,

Watal Khan
Ph.D Scholar
Reg. # SU/07-01-64003
Email:wasalkhan1@yahoo.com
May 10, 2011

PERSONAL INFORMATION

Name  -------------------------------------------------------------

Name of Institution --------------------------------------------------

Academic Qualification  1.BA/BSc.  2. MA/MSc.

Professional Qualification B.Ed, M.Ed, M.Phil, Ph.d

Subjects of Teaching --------------------------------------------------

Teaching/Administrative Experience (in years) ----------------------
<table>
<thead>
<tr>
<th>S.No</th>
<th>School Specific Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers’ cooperation is available to principal/headmaster both in administration and academic areas.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Teachers discuss their problems with principal/headmaster.</td>
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<tr>
<td>3.</td>
<td>School administrations provide materials which teachers need in teaching learning process.</td>
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<td>4.</td>
<td>Teachers encourage the students in learning process.</td>
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<td>5.</td>
<td>Teachers supervise co-curricular activities of students.</td>
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<td>6.</td>
<td>Teachers are amenable to rules and code of conduct.</td>
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<td>7.</td>
<td>The curriculum of secondary level is need-based.</td>
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<td>8.</td>
<td>Full cooperation of all teachers is available to the principal/headmaster for school improvement.</td>
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<td>9.</td>
<td>The school provides basic facilities to teachers and students.</td>
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<td>10.</td>
<td>School staff has a commitment to make optimal use of learning time.</td>
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<td>11.</td>
<td>Due to effective classroom management maximum time is utilized.</td>
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<td>12.</td>
<td>Students’ attendance rate is high.</td>
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<td>13.</td>
<td>Students and staff morale is high.</td>
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<td>14.</td>
<td>Staff is competent and continues to grow and learn.</td>
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<td>15.</td>
<td>The curricula at secondary level of education are helpful in promoting social welfare and economic development of the country.</td>
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<td>16.</td>
<td>School improvement owes itself to proper curricula and well-trained teachers.</td>
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<tr>
<td>17.</td>
<td>Effectiveness of teaching and learning could be assessed and based on the teaching methods, class work and homework.</td>
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<td>18.</td>
<td>The quality of personal relationships among stakeholders improves school climate, staff morale, and public confidence in schooling.</td>
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<tr>
<td>19.</td>
<td>Successful schools have a principal who set goals, maintain discipline, observe classrooms frequently and gives incentives for learning.</td>
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<td>20.</td>
<td>Principals ought to resolve inter-teacher conflicts by promoting collegiality and discouraging adversarial relationships among teachers.</td>
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<td>21.</td>
<td>Co-ordination with the teachers and parents is needed.</td>
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<td>22.</td>
<td>Teachers use all possible instructional strategies for effective teaching-learning process.</td>
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</table>
### Part-II

#### School Improvement Strategies

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<tbody>
<tr>
<td><strong>Excellent Schools</strong></td>
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<td>23.</td>
<td>Enhance pupils’ outcomes.</td>
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<td>24.</td>
<td>Focus on teaching and learning process.</td>
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<td>25.</td>
<td>Develop positive culture.</td>
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<td>26.</td>
<td>Have strategies to achieve their goals.</td>
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<td>27.</td>
<td>Address the internal conditions that encourage change.</td>
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<td>28.</td>
<td>Mentor and evaluate schools’ process, progress, achievement and development.</td>
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<td>29.</td>
<td>Come up to the standards of effectiveness.</td>
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<td>30.</td>
<td>Meet the high expectations of the society by their best accomplishments.</td>
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<td>31.</td>
<td>There exists a strong culture and clear sense of purpose.</td>
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<td>32.</td>
<td>The culture of the school includes values, symbols, beliefs and shared meaning of parents, students, teachers and community.</td>
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#### In Excellent Schools

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<tbody>
<tr>
<td>33.</td>
<td>Work has significance and meaning for all those in the school.</td>
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<td>34.</td>
<td>Both teachers and students have effective interaction.</td>
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<td>35.</td>
<td>Curricular and co-curricular programs of school promote sustainable commitment to educational outcomes, which are not restricted to test scores only.</td>
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<td>36.</td>
<td>The individual and school accomplishments of both teachers and the taught are readily recognized.</td>
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<td>37.</td>
<td>Excellence in effective school is not owing to a single factor or high morale or students’ high achievement or high pass percentages but it is rather the net result of all these and more.</td>
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<td>38.</td>
<td>Principals’ intervention does make difference in school improvement efforts.</td>
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<td>39.</td>
<td>School climate is conducive to better teaching learning.</td>
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<td>40.</td>
<td>School improvement largely owes itself to the leadership skills of principals.</td>
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<td>41.</td>
<td>Highly qualified teachers easily transfer their knowledge to their students.</td>
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<td>42.</td>
<td>Teachers possessing adequate skills in teaching methodology help promote excellence in schools.</td>
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<td>43.</td>
<td>Instructional technologies play vital role in promoting motivation among the students.</td>
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<td>44.</td>
<td>Proper monitoring of progress of students compels the students and creates competition among them.</td>
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<td>45.</td>
<td>Strong determination of teachers that no student will fall below minimum levels of achievement.</td>
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<td>46.</td>
<td>Teachers committed to their profession do enhance quality of education.</td>
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<td>47.</td>
<td>Principals’ intervention helps in setting school climate.</td>
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<td>48.</td>
<td>Effective Principal</td>
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<td>49.</td>
<td>Have clear visions of what they want their schools to become, visions that focus on students and their needs.</td>
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<td>50.</td>
<td>Translate these visions into goals for their schools and expectations for the teachers, students and administration.</td>
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<td>51.</td>
<td>Establish school climate that support progress towards these goals and expectations.</td>
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<td>52.</td>
<td>Allocate funds and material to enhance teaching effectiveness and students’ achievements.</td>
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<td>53.</td>
<td>Recognize teachers’ achievements/initiatives.</td>
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<td>54.</td>
<td>Extend support to the teachers to solve their problems.</td>
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<tr>
<td>54.</td>
<td>Know specific details about the performance of their teachers.</td>
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<td>55.</td>
<td>Discuss with the teachers on the areas that need improvement and how much improvement might come about.</td>
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<td>56.</td>
<td>Know fully what teachers are doing in the class and able to evaluate the teachers’ performance logically.</td>
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<td>57.</td>
<td>Spend most of the time in discovering what was going on in the classroom.</td>
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<td>58.</td>
<td>Identify problems and take necessary corrective measures.</td>
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<td>59.</td>
<td>Assign tasks to the teachers as per their interest, aptitude and competence.</td>
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<tr>
<td>60.</td>
<td>Work on the concept of collegiality.</td>
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</tbody>
</table>
Opinionnaire for Teachers of High Schools

PERSONAL INFORMATION

Name
Name of Institution
Designation
Academic Qualification
Professional Qualification
Subjects of Teaching
Teaching Experience (in years)
<table>
<thead>
<tr>
<th>S.No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You are satisfied with your teaching profession.</td>
<td></td>
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<tr>
<td>2.</td>
<td>You prefer corporal punishment to maintain discipline.</td>
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<tr>
<td>3.</td>
<td>You help the slow learner in academic affairs.</td>
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<tr>
<td>4.</td>
<td>You take part in activities of cultural organizations outside school.</td>
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<td>5.</td>
<td>Students obey your order in school matters.</td>
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<td>6.</td>
<td>Teacher-student interaction takes place in classroom.</td>
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<td>7.</td>
<td>You consider refresher courses important and necessary for professional development of teachers.</td>
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<tr>
<td>8.</td>
<td>You support parents’ involvement in school improvement activities.</td>
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<tr>
<td>9.</td>
<td>You participate in arranging activities for students for their better learning.</td>
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<td>10.</td>
<td>You discuss academic problems of students with their parents.</td>
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<td>11.</td>
<td>Better communication helps in teaching learning process.</td>
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<td>12.</td>
<td>The use of A.V aids in teaching is needed.</td>
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<tr>
<td>13.</td>
<td>Those schools are considered successful where most students have the advantage of high-test scores and comparatively better academic achievements.</td>
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<td>14.</td>
<td>Teachers of your school promote cultural activities among the students.</td>
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<td>15.</td>
<td>Teachers in your school sometime create administrative problems for the principal.</td>
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<td>16.</td>
<td>Teachers in your school give an exposure to cultural values through their teaching.</td>
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<td>17.</td>
<td>You consider your school a fit organization of teaching learning.</td>
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<td>18.</td>
<td>Your school has good relationship with community.</td>
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<td>19.</td>
<td>Students’ devotion towards learning is exemplary.</td>
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<td>20.</td>
<td>Your school teachers normally discuss non-professional issues.</td>
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</table>
## Appendix-VII

### Opinionnaire for Students of Secondary Schools

Strongly Agree = 1, Agree = 2, Undecided = 3, Disagree = 4, Strongly Disagree = 5.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You consider your school a suitable place for learning.</td>
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<tr>
<td>2.</td>
<td>Your teachers and principal use corporal punishment.</td>
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<tr>
<td>3.</td>
<td>You co-operate with one another in studies.</td>
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<td>4.</td>
<td>School provides for co-curricular activities.</td>
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<tr>
<td>5.</td>
<td>You take part in classroom discussion and interact with teachers and students.</td>
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<tr>
<td>6.</td>
<td>Your parents visit the school from time to time to know about your academic progress.</td>
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<tr>
<td>7.</td>
<td>You occasionally discuss your academic problems with your teachers.</td>
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<td>8.</td>
<td>Your principal/headmaster shows interest in solving your problems.</td>
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<td>9.</td>
<td>You learn better with the help of A.V aids.</td>
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<td>10.</td>
<td>You are satisfied with your present curriculum in different subjects.</td>
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<tr>
<td>11.</td>
<td>You are using library and laboratory for your better learning.</td>
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<td>12.</td>
<td>You enhance your learning by using television, radio, internet and other modern technologies.</td>
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<tr>
<td>13.</td>
<td>Teachers promote cultural activities among the students.</td>
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<tr>
<td>14.</td>
<td>Students co-operate with each other in their learning.</td>
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</tbody>
</table>
15. Cultural values are given due consideration in your school.

16. Students talk with pride and enthusiasm about your school and also its educational standards.

17. Discipline of your school is very good.

18. Students are devoted to their learning.

19. Your parents visit the school to know about your academic progress and help school improvement.

20. You are satisfied with the instructional strategies of your teachers.
## Appendix-VIII

### List of Parents

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of Parent</th>
<th>Occupation</th>
<th>School of Children</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Muhammad Fahim</td>
<td>Teaching</td>
<td>Saint Mary’s High School Peshawar Cantt</td>
</tr>
<tr>
<td>2</td>
<td>Abdur Rehman Asif</td>
<td>Teaching</td>
<td>Saint Mary’s High School Peshawar Cantt</td>
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<tr>
<td>3</td>
<td>Akram Khan</td>
<td>Banker</td>
<td>Peshawar Public School &amp; College Warsak Road Peshawar</td>
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<tr>
<td>4</td>
<td>Bakht Afsar</td>
<td>PS to Provincial Minister</td>
<td>Peshawar Public School &amp; College Warsak Road Peshawar</td>
</tr>
<tr>
<td>5</td>
<td>Asim Khan</td>
<td>Business</td>
<td>Student Academy Warsak Road Peshawar</td>
</tr>
<tr>
<td>6</td>
<td>Rahim Dad</td>
<td>Doctor</td>
<td>Student Academy Warsak Road Peshawar</td>
</tr>
<tr>
<td>7</td>
<td>Moeed Ud Din</td>
<td>Doctor</td>
<td>LUMS Hayatabad Peshawar</td>
</tr>
<tr>
<td>8</td>
<td>Roidar Ali</td>
<td>Teaching</td>
<td>LUMS Hayatabad Peshawar</td>
</tr>
<tr>
<td>9</td>
<td>Ayesha</td>
<td>Doctor</td>
<td>Frontier Model School &amp; College Warsak Road Peshawar</td>
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<tr>
<td>10</td>
<td>Ali Turab</td>
<td>Banker</td>
<td>Frontier Model School &amp; College Warsak Road Peshawar</td>
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<tr>
<td>11</td>
<td>Kafiyat ullah</td>
<td>Teaching</td>
<td>Agriculture Public School &amp; College Peshawar.</td>
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<tr>
<td>12</td>
<td>M. Uzair</td>
<td>Business</td>
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<td>13</td>
<td>Rafi ullah</td>
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<tr>
<td>14</td>
<td>Salman khan</td>
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<td>Nadim khan</td>
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<td>16</td>
<td>Naveed Ul Haq</td>
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<td>17</td>
<td>Laeeq</td>
<td>Xen in WAPDA</td>
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<td>Muhammad Iqbal</td>
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<td>24</td>
<td>Imran</td>
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<td>Noor ur Amin</td>
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<td>26</td>
<td>Manzoor Alam</td>
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<td>Shabib Khan</td>
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<tr>
<td>28</td>
<td>Waleed Khan</td>
<td>Captain in Army</td>
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<td>Hidayat Ullah</td>
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<td>Safi Ullah</td>
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<td>Fauzia</td>
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<td>M. Arif</td>
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<td>33</td>
<td>Sami Ullah</td>
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<td>City School University Town Peshawar</td>
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<td>34</td>
<td>Riaz Khan</td>
<td>Doctor</td>
<td>City School University Town Peshawar</td>
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<td>35</td>
<td>Samson Jacob</td>
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<td>Salim Younas</td>
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<td>Madiha</td>
<td>Lecturer</td>
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<td>38</td>
<td>Robina</td>
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<td>Lubna</td>
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<td>Zobida</td>
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<tr>
<td>41</td>
<td>Sohail Ahmad</td>
<td>Banker</td>
<td>ILM (Institute of Learning &amp; Motivation) Hayatabad Peshawar</td>
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<tr>
<td>42</td>
<td>Miss Gul Rukh</td>
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<tr>
<td>45</td>
<td>Ayesha Saif</td>
<td>Teaching</td>
<td>Muslim Educational Complex Dalazak Road Peshawar</td>
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<tr>
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<td>Mr. Shaukat Ali</td>
<td>Major in Army</td>
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Appendix-IX

Parents’ Responses to Interview Questions

Q1. What, in your opinion, should be the characteristics of an excellent school?
   R1 & R32. There should be: (a) well educated teachers (b) High quality education (c) Strong management (d) Healthy environment.
   R2, R36 & R50. An excellent school should have quality education and intelligent students to face further challenges.
   R3 & R59. Good and healthy environment, location and other factors related to good physical condition of school, i.e. classrooms, ground, labs, canteen, toilets etc. good education, qualified teachers, facility of medication and first aid. Separate teachers for guidance and counseling of disturbed students.
   R4 & R34. The quality of an excellent school is to maintain discipline, and provide quality education.
   R5 & R47. In my opinion an excellent school should have the following qualities
   (a) Staff members should be qualified and well trained. (b) Administrator should be well trained. (c) Environment should be conducive and favorable for teaching learning process.
   R6, R40 & R51. A school that enables its students to acquire the required knowledge in a befitting manner and to enable them to face and solve the challenges of life.
   R7. It should be run by government, and should not be profit oriented in any circumstances or any shape of project.
   R8, R33 & R41. In my opinion an excellent school should have the following qualities.
   (a) Qualified staff (b) relevant syllabus (c) Favorable environment for mental and physical development of students (d) interactive teaching methods.
   R9, R43 & 56. (a) Discipline. (b) Participating approach. (c) Personality development. (d) Friendship qualities.
R10. Creative, disciplined better environment and favorable class room situation.
R11 & R55. An excellent school is that which helps in the overall development of individual personality having a dutiful principal and devoted staff.
R12 & R60. Punctual and hardworking teachers and following the rules regulations are the qualities of an excellent school.
R13. School should be a homely place.
R14 & R35. The qualities of an excellent school should be good academics, cooperative environment both for teachers and students, strict discipline and sound academic policies for a continuous growth and development of the institution.
R15, R37 & R57. (a) Discipline. (b) Healthy environment. (c) Coordination of teachers with parents + parents co-ordination. (d) Fulfill the needs and basic requirements of pupil. (e) Arranging extra curricular activities for students.
R17 & R39. First of all staff should be well qualified and should have study environment.
R18. The school which has disciplined.
R19 & R38. An excellent school should have good discipline.
R20. An excellent school, first of all should have permanent, capable and qualified staff members especially teaching staff. Secondly administration should be up to the mark. Thirdly student’s strength should be limited in a class.
R21, R44 & R54. An excellent school should be properly organized, disciplined, providing all the basic facilities to students, having highly qualified, competent and trained teachers, and competent principal having full command on the whole school, showing excellent result and play effective role in overall development of students.
R22, R53 & R58. The top most priority of any good institute should be well trained teachers because no matter how modern and good a curriculum is; if the implementers i.e. teachers are not trained, the purpose of a good curriculum can not be achieved. All other facilities are secondary.
R23 & R49. An excellent school does not mean a big infrastructure; it is the team working in it, an excellent school is the one in which the administration, teachers, parents work in co-ordination. The curriculum must fulfill the requirements of the students of that level.

R24 & R45. In my opinion a good school has the following qualities. (a) It has competent administration. (b) Its staff is qualified, disciplined and devoted. (c) Its classrooms are spacious and ventilated. (d) It has play grounds and other co-curricular activities are also arranged.

R25. The school should be English medium and should have up-to-date curriculum. No of students per class should not be more than 24.

R26 & R48. The school which equally considers the importance of co-curriculum activities and select the curriculum according to the need and demand of society.

R27. It must be a suitable place for education as well as good manners.

R28 & R46. In my opinion an excellent school is the one which aims at the overall development of a child’s personality. It should prepare an individual to meet the challenges of life.

R29 & R42. Head of the school should be man of principles.

R30 & R52. Having qualified teachers, discipline and devoted principal. Having pupil faculty of counseling, proper play grounds.

R31. Effective staff, admirable working conditions where students are satisfied.

Q2. Keeping in view the role of education in holistic development of personality, do you consider that only good results are not the main factor of excellence?

R1 & R33. The main factor of excellence is not only good results, a child should have good behaviour and should take part in different co-curricular activities.

R2, R59 & R60. Of course showing just good result is not enough; quality education must bring change in personality, behavior and attitude.

R3. Overall grooming especially good behavior is important than good result.

R4, R50, & R55. Good result is not the main factor of excellence for a school. It should also develop the good attitude of students.
R5 & R34. Apart from results, there are some other factors of excellence, that I consider very important (a) Discipline. (b) Environment. (c) Parents support.

R6 & R49. Yes I do agree with the statement that only the good results do not make a school an excellent one. Such schools produce book worms and passive citizens for a society. I give 80% weight to the good results and 20% weight to the co-curricular activities.

R7. Good result is not enough, there are so many other factors which play an important role in the making of an excellent school.

R8, R35 &40. Only result is not the main characteristic of excellence. The student’s healthy activities, religious knowledge, sports activities are also important.

R9. Good results are important along with personality development like confidence, decency, physicals activities, ability to compete etc.

R10 & R39. Only good result is not the main factor of excellence, covering the cognitive, psychomotor and affective domain of students is also important.

R11, R36 & R48. Only good result is not enough. Good result should be accompanied with personality development.

R12. Education means flux. If education brings the positive change in the construction of personality and behavior, it means the education is fruitful. So according to my opinion, good results especially in academic are not the main factors of excellence.

R13 & R43. School's excellence can be gauged by student’s results and behaviour.

R14 & R37. Excellence doesn't depend only on good results. We have to encourage creativity in the students so that they may have scholarly qualities rather than just getting good marks in various subjects.

R15. I don’t agree.

R16 & R47. Yes, only good result isn't the main factor of excellence.

R17. The focus should be on personality making both from social and religious point of view.

R18, & R51. No, only good result does not make a school excellent.
R19 & R38. Education is of two type’s moral or ethical education and academic education. Academic can get one, a good job or better result printed on sheet of paper. Where as the ethics help to build a better personality.

R20 & R41. Good result is not the only factor of excellence. Although in the present scenario, the parents, as well as the students give priority to those institutions, which produce excellent results.

R21 & R52. Corporal punishment must not be given frequently, the punishment should be minimum and it must be sensible.

R22 & R42. Yes, overall development of individual should be the aim not only the academic.

R23 & R54. A good and best school is to have best results along with good teaching facilities, like building, play ground, equipped labs and above all the student must have an ability to speak in front of masses.

R24 & R45. No, only good results are not enough for achieving excellence. It is very important for a good school, that there is a good moral training available to the students. The students should have the confidence to combat the up coming challenges.

R25 & R53. Academics are not the only factor which is required for the holistic development of personality of a student. All co-curricular activities and proper guidance and counseling along with academics are the main factors which help in the grooming of the personality. We can not say that only good results are enough. Sometimes the good students are not good persons.

R26. Though good results carry a vital value in a child personality but still there are many other factors which are also important role.

R27 & R44. Education should be for the holistic development of personality, no doubt but just producing good results should not be the objective, good and well groomed students should be the aim of every institution.

R28 & R57. No, only good result is not the main factor of excellence. An excellent school should consider each and every aspect of child's development.

R29 & R46. Yes, if a student is showing good result it means he or she has attained sound mental and physical growth. But, his moral development is also vital.
R30 & R56. Yes, of course we have to develop the character of the learners also.
R31 & R58. Yes, only good results are not main factor of excellent.
R32. Good result is not the main factor of excellence good moral training is also important.

Q3. What are the main factors which make a school excellent?

R1, R9, R11, R27 & R31. Academic performance and moral development make a school excellent.
R2 & R57. (a) Standard of education. (b) Interaction of teachers with their students. (c) Personality development.
R3, R33 & R41. The main factors which make a school excellent are sound academic and disciplinary policies, qualified, trained, and devoted teaching staff and efficient management.
R4. Level playing field, helpful staff, and homely environment.
R5 & R59. Sincerity with the profession, honesty, and submission of high ups are the main factors which make a school excellent.
R6 & R32. Better management, Resources and Physical facilities.
R7, R45 & R50. (a) Discipline. (b) Learning facility. (c) Good leadership. (d) Sports grounds.
R8 & R53. Factors are (a) Efficient & dutiful administration. (b) Devoted and well-trained teaching staff. (c) Conducive environment for learning. (d) Participation of community.
R9. The Answer is same as R. No. 1, 11 & R No. 31.
R10 & R55. A School that ensures the all round development of a child is a good school. More over
1. A School that has good relation with the parents;
2. A School that shows good result is an excellent school.
R11. Same Answer as R.NO. 1.
R12 & R60. Discipline, good teachers, good clerical staff.
R13, R34 & R56. Main factors which make a school excellent are (a) Discipline. (b) Healthy environment. (c) Well qualified & trained staff. (d) Audio video aids. (e) Good administration.

R14 & R58. An excellent school should implant quality education, bring positive change in attitude of children & prepare student to face future challenges.

R15. Teachers should be hardworking and committed because they are main pillars of a sound and progressive society.

R16, R35 & R51. A School should not be profit oriented. It should not be in a private sector especially in Pakistan. Qualified teachers with excellent track record play main role in the excellence of a good School.

R17 & R54. Best designed building, highly qualified teachers with service structure, huge play ground, auditorium, main examination hall, advanced English curriculum, above all limited number of students in class and nominal fee.

R18 & R36. A school which has dedicated teachers and efficient administration.

R19 & R52. Main factors are as follow: (a) Teachers and principal should be devoted. (b) Salaries of teacher should be good so that they are free of financial problems. (c) Teacher should be trained with professional skills. (d) Students should come to school without any fear.

R20. (a) Pre-planning for the whole academic year. (b) Regularity of the teaching staff as well as the students. (d) Strict implementation of rules to maintain discipline (e) Completion of syllabus in time.

R21, R42 & R49. Nowadays only those school which shows good result.

R22, R37 & R48. It should provide designed and planned co-curricular activities to the students.

R23. The main factor of school excellence is the way of teaching and brought up of the students.

R24 & R46. The factors which make a school excellent are that the students should be made clear about the concepts. Not just making them cram the course.

R25, R38 & R47. Good result, co-operative staff behavior, excellent teaching learning environment, co-curricular activities, positive parental involvement, and discipline.
R26 & R38. I have discussed them in detail in Ans No. 1. Moreover overall mental and physical level of students plus special training of teacher, job security also play a pivotal role in this regard.

R27. There are different factors same as mentioned in R. No.1

R28, R39 & R43. For making any tasty dish we need ingredients similarly, for a good school we also need ingredients and what are these ingredients, obviously, the top most professional teachers, motivated students, friendly and firm environment, Rules and regulation and follow up also, proper evaluation system, fair method of assessment.

R29, R40 & R44. Good behavior of the owners + staff members + devotion towards their duties and conducive atmosphere are the main factors to make a school excellent.

R30. The building does not make an excellent school. Qualified teachers, co-operative staff, motivational administration and the friendly environment along with a good curriculum make a school excellent.

Q4. What should be the role of teachers in raising schools to the apex of excellence?

R1, R41 & R49. Teachers play an important and effective role in raising schools to the apex of excellence. Teacher is a builder, an interpreter, who guides the young, a beacon bearer, and a planner, a pioneer who seeks to remove the handicaps that weaken and destroy life. Through this effort school will automatically rise to the apex of excellence.

R2 & R35. Teacher is the driving force of a school. He has a direct interaction with the students and knows their problems regarding their academics. He should pay due attention to his duty and not only teach his respective subjects efficiently but also do his best for the character build up of the students.

R3, R39 & R50. Teachers are the real change-makers.

R4 & R37. The teachers play important roles in raising schools to the apex of excellence because they are the builders of the nation. They prepare the young generation for the future challenges. They must be loyal to their profession.
**R5, R43 & R44.** Hard working and producing good study habits in the students.

**R6.** Teachers are the role models and students remember and try to follow their teachers through out their lives. Teachers not only make students perfect in their subjects but also show them how to look at the things in life.

**R7 & R60.** A teacher should be competent, honest to his profession treating children as his own. Teacher should have day to day knowledge.

**R8 & R58.** A good teacher is not only academically sound but also professionally strong he has a foresight what to deliver to achieve the targeted goals.

**R9.** The role of teachers in raising school to the apex of excellence should be exemplary & to be followed. Their attitude, behavior, code of conduct, personality and their high valued teaching.

**R10, R34 & R59.** Teacher should be sincere to his duty. He should be regular and punctual.

**R11.** The role of teachers is very important in raising a school to excellence because they are the ones who mould students in the right way.

**R12, R36 & R47.** The faculty/teachers play an important role and take the school to the apex of excellence. The faculty should be highly paid.

**R13.** The role of teachers is very important and vital. Teachers are the backbone of an institution. Hardworking, honest and dutiful teachers can lead an institution to excellence.

**R14, R38 & R57.** The role of a teacher is like a mason who builds a building and keeps every block in a proper order. In the same way teacher should be very loyal in building the nation.

**R15 & R51.** Excellence of any school is directly linked to the good performance of its teachers. If the teachers are competent, qualified and sincere, they can raise the standard of a school and can take it to the apex of excellence.

**R16, R55 & R56.** A teacher should work as a facilitator for students as well as with the administration. He should be the one who is always there to listen to the problems and properly guide them.
R17 & R33. Teacher’s role in any educational institution is of great importance. Teachers are the one who are in direct contact with the students. One word from the mouth of a teacher can totally change the life of his/her student. It is the teacher, who is at the same time playing so many roles just like an actor. Sometime the teacher is a facilitator, sometimes, a supervisor, sometimes a motivator, hence a teacher is the one who can mould or break his/her student.

R18, R40 & R54. The whole triangle of education moves around a child and a teacher. The teacher should play different role in raising the standard of school because she/he is a guide, supervisor, and role model for the students.

R19 & R31. Teachers are the backbone of an educational system. Their role can not be ignored. If a principal is able and disciplined he or she can make best use of teachers.

R20. Teachers should develop the academic level of the learners as well as the moral character.

R21, R32 & R52. The teacher play main role in raising school to apex of excellence. Holistic development of student is in the hands of teacher.

R22 & R45. The teachers are the builders of the future generation. Heavy responsibilities lie on their shoulders. Only those people should go into teaching professions, who have the aptitude for it. The teachers should be trained to teach. They should decide, teaching the text. They should also have a good knowledge of child psychology.

R23 & R53. Without a teacher an institution can not be run. He is the driver. He should be trained and qualified.

R24, R25, R26 & R46. Teacher should be role model for the students. He or she should be faithful, loyal, hardworking and committed to his profession.

R27 & R42. He must be devoted and should be able to solve the problems of his students. Teacher should develop the student according to the aims of the school.

R28, R29, R30 & R48. Kind but having full command over his subject.
Q5. What type of improvement can be brought about in schools through parents’ intervention?

R1 & R33. Parent’s intervention can improve the performance of school. If parents are in contact with the school administration they can know about their offspring’s performance.

R2, R36 & R50. (a) Parents meeting with the teachers. (b) Get information about the child psychology. (c) Ask about the child participation in class, sports, and other activities.

R3 & R59. Parents should send their children regularly and must give time in their study matters. If parents provide good suggestions for improvement of teaching methodology, it can bring lot of improvement in schools.

R4 & R32. If the parents take interest in the study of children, and visit the schools the teachers will work hard and thus school can be improved.

R5 & R34. Improvement can be brought about in school through intervention of parents e.g. parents can give suggestions for administration as well as teachers improvement.

R6, R40 & R51. Teachers alone can not bring change in student’s attitude, it’s possible only through cooperation of parents. They let you know the problems faced by the child in light of which you can solve his problems.

R7. Through parents intervention teachers can get the idea about children’s behavior, their family problems and parents can be satisfied by discussing their children overall progress.

R8, R35 & R41. The parents are needed to back the school up for the proper brought up of their kids. They need to have regular meetings with the teachers they should not put all the responsibilities of their children on the teachers.

R9, R37 & R43. Parents can bring changes in the school by giving good suggestions to the teachers.

R10 & R56. Through the involvement of the parents we can bring changes and improvement in the school atmosphere.
R11 & R55. Parents can help in keeping the staff motivated by giving due encouragement.

R12 & R38. Without parents intervention it is impossible to put the students on a sound track. Parents have a strong and direct influence on their children. If the parents cooperate with the teachers and the school administration, discuss their children’s progress in studies with them by frequently visiting the schools, the students can get polished in studies.

R13 & R42. Meeting of teachers with parents and administration faculty should be arranged, thus problems of students can be discussed.

R14. Through parents’ involvement school comes to know about weaknesses of students and solve them accordingly.

R15, R46 & R60. A student is a key link between the school teachers + parents. So the relation between them should be well understood and developed, which helps in getting better results and improving school standards.

R16 & R47. New ideas will be developed for school’s excellence.

R17 & R39. Education is a triangle between student, teacher and parent. Student spends just 6-7 hours in school and rest 18 hours with patents; therefore parents’ involvement is important in bringing a positive change in the school.

R18, R28, R45. Teacher, students, parents, it’s a triangle. The parents and teachers interaction can be instrumental in solving the problems a child might be facing.

R19 & R57. The parents can improve the school by taking part in school development, students discipline, physical resources development, co-curricular activities.

R20, R27 & R29. If the parents cooperate with teachers then the improvement will be 100 percent.

R21, R53 & R58. Parents are equally responsible for the child development and school development.

R22 & R49. Parent’s intervention can bring improvement in schools because the parents and teachers both are the two wheels of the same car. Parents have to keep themselves inform about the progress and development of their child. Improvement depends on check and balance by them.
R23, R26, R30 & R31. Two minds are better than one, means the parents are also a main part of school welfares. Their advices will always be fruitful for the betterment of the school.

R24, R44 & R54. Involvement of parents can not be ignored. Student, parent and teacher is like a triangle and for the betterment of a child, it is important that this triangle should be well-coordinated so, schools where parents are invited for regular meetings are, doing well as compared to those where the involvement of parents is restricted.

R25, R48 & R52. Parents can play vital role in the improvement of a school. If they come up with some positive suggestions, it will help in the improvement of the school. Parents, who are very serious towards the study of their children, have a very close look on all the school activities of their children. Such parents should be asked for their suggestions.

Q6. Dramas, speeches, debates, games and other healthy competitions are very important for students in a good school. To what extent these activities are being promoted in your children's school?

R1 & R31. The school where my children are studying doesn’t have such type of activities.

R2 & R58. My son is taking keen interest in the co-curricular activities like debates, speeches, games, dramas, etc. he has become very confident and bold. He is becoming a good debater and an excellent sportsman. So it means that co-curricular activities are being promoted in my son's school in a very good manner.

R3 & R41. Well my kids really are fortunate enough that they get a fair chance to participate every week in co-curricular activities.

R4 & R50. Yes, the activities including dramas, speeches, debates, games and other healthy competition to a large extent are promoted in my kids' school.

R5 & R47. Only up to 5%.

R6, R32 & R40. Yes, these are very important but unfortunately it seldom happens at my son’s school.
R7, R33 & R60. Extra-curriculum activities are very important but my son is not taking active part. The school should encourage students to take part in these activities.

R8. My son’s school is promoting too much such kind of extra curricular activities through which my son gained confidence by facing lots of audience.

R9 & R34. Well, all these co-curricular activities are practiced in my son’s school.

R10. In my son’s school all these activities are being promoted on a high level & permanent basis.

R11, R51 & R59. Dramas, speeches, extra curricular activities are the main things to develop a school, these activities do take place in my son's school.

R12 & R42. Yes, these activities are promoted in my son’s school.

R13 & R44. To some extent these activities are being promoted in my son’s school.

R14, R45 & R56. Personality and confidence level of students' is promoted in my son’s school through these activities.

R15, R29 & R35. Co-curricular activities help in the personality development of the students' personality. Unfortunately in my son's school such activities are very few and should be increased.

R16, R28 & R43. My son also has gained confidence within two month, before coming to Pak Turk he was so shy that he did not participate in any activity in his previous school, now he has become a good speaker within a short span of time.

R17 & R30. I think Pak Turk institute is the only institute in Peshawar where such competitions are held on weekly basis. I have shifted my sons almost a year ago from Beacon house to this school and my sons mash Allah are doing well and are more confident and it is only because of their frequent exposure to such activities.

R18 & R49. Along with the curricular activities, co-curricular activities also play a major role in over all development of a child. In my son school importance is given to all these activities.

R19 & R48. My sons study in Peshawar model. They have drama, debate societies. I think these activities make a student confident, a quality which makes a person to survive in the society successfully.
**R20, R52 & R57.** These co-curricular activities are not given importance in my children’s school.

**R21 & R36.** Co-curricular and extra curricular activities play a vital role in the overall grooming of an individual. An excellent school is the one which is aware of seeking the hidden talent. These activities form a regular feature of the school, where my son is studying.

**R22 & R55.** School is a place where a student seeks. The main purpose of school is not limited to knowledge but also to enhance the co-curricular activities. In my son's school all these activities take place.

**R23 & R37.** Co-curricular activities do take place in my kids' school.

**R24 & R53.** In my son’s school equal opportunity is provided for co-curricular activities.

**R25 & R38.** By the grace of Allah being a Saint. Mary’s student, my son has enjoyed all the co-curricular activities and learnt a lot.

**R26.** All the healthy activities like dramas, speeches, debates and games held in my son's school.

**R27 & R54.** Academics are given more importance in my son's school.

**Q7. When we agree that community involvement in a school is considered necessary. How can we promote school effectiveness through this type of involvement?**

**R1, R29 & R60.** Parent’s day, social gathering, Independence Day, global day and so many other activities should be celebrated in the school with the participation of community.

**R2, R39 & R56.** We can promote school effectiveness by involving parents in different functions taking place in school. We can take precious suggestions from them in order to improve the school.

**R3, R24 & R33.** Through their suggestions.

**R4 , R30 & R48.** By their good feed back.
**R5, R28, R45 & R59.** I think that the community involvement is very necessary for the promotion of school. We can improve a school by discussing with them the problems faced by the school.

**R6 & R25.** Community involvement can be very effective because it can solve many problems like, supply of clean water, electric water cooler, and sewerage system etc.

**R7, R40 & R58.** By keeping a letter box outside school building in which people can put letters containing their remarks. These remarks should be considered for school's improvement.

**R8, R36 & R57.** A school can arrange workshops and seminars and invite the individuals of a community to participate in them. In such workshops and seminars parents can be educated on various issues of the society like drug addiction, smoking, child labour, child abuse etc.

**R9, R26, R37 & R43.** It is a universal truth that we can promote school effectiveness by the involvement of community which is considered to be very necessary factor. They should be invited and their suggestions be noted.

**R10.** Real stake holders in community can bring effective change in the functioning of the school.

**R11, R27, R35 & R51.** Schools are for the development of a community. The community in turn can play a great role in establishing schools by making its contribution in the financial sector through grants. Opening as many schools as possible and by supporting them through their political and financial influence is the task that the people of a community can do.

**R12 & R54.** Community involvement promotes the school effectiveness. They should be invited regularly and the issues should be discussed with them.

**R13 & R49.** I agree that community involvement is necessary for the school. We can involve the community in school affairs through seminars, debates programs, function etc.

**R14, R53.** Effectiveness can be brought in a school only when parents are educated. They have regular meetings with school, with parents involvement pupil will get more attention and achieve good result.
R15, R31, R42 & R55. To arrange various programs for community through which we can build up the minds of people to understand the demands of the present world, which obviously has an effect on the schooling system.

R16 & R47. Community involvement in a school is a vital as it reflects the bond to be further strengthened between parents, students, and teachers. Community reflects society, so curriculum is to be based on the needs of the society.

R17 & R38. Community involvement is important for school improvement. The community always will work for the betterment of the school as their children study there. They can help in discipline problems, school funds raising, etc.

R18 & R32. Through constructive involvement, giving practicable suggestions and bridging the gap between the school and community.

R19 & R34. Community involvement in a school is very necessary. We can involve it by inviting them in different functions, by conducting different seminars and workshops for students.

R20 & R41. Communities always play a vital role in the developments of school, so they should be involved.

R21 & R44. Yes, community involvement is important for school development.

R22, R46 & R52. A community can play a main role in improving a school. A school needs the support from community e.g. moral as well as financial to run the school smoothly.

R23 & R50. Yes, the community involvement is good for the betterment of the school, but the school should welcome the positive criticism by the community.

Q8. What should be the traits of principal for promoting excellence in school?

R1 & R39. Principal's involvement in school can promote excellence in school.

R2 & R42. Principal is a role model for students and teachers in a school. Regularity, punctuality, discipline, manners and focus on academics are the traits that a principal must have for promoting excellence in school. The principal must have great tolerance level and should fully cooperate with the teachers in running a school.
R3 & R60. Principal should be the 1st to come and the last to go, should be role model for teachers. He should be well behaved, cultured and must encourage application of knowledge.

R4, R37 & R55. If a principal is a good administrator, self esteemed, and sincere to the profession and cooperative to the staff members and a good communicator then school will achieve excellence.

R5 & R51. Strictly obeying the rules and principles of the school.

R6, R32 & R46. The principal is the back bone of a school. He should not give way to any kind of injustice in the school. If he ensures all the things on merit he would never have any kind of problem for him.

R7 & R47. Principal’s personality and words are like sacred things for students. Principal should understand his position and behave according to that. He should be sincere, sober, confident, as well as sympathetic and understanding like a father in a family.

R8, R33 & R44. Principal should be well aware of his teachers, and students and also about school building and he should not rely on any one person that o.k. he will do all. He should be present everywhere not merely in his office.

R9 & R59. A good principal serves as guide, facilitator and administrator. He maintains discipline and ensures that all activities take place in their right time.

R10, R34 & R48. The traits of principal for promoting excellence in school should be (a) Able to maintain discipline among students. (b) Maintaining discipline among staff members.

R12. Well disciplined, highly educated, and well trained principal can promote the excellence in the school.

R13, R50 & R57. The Principal should have the following qualities to promote excellence in the school (a) Highly qualified. (b) Good administrator. (c) Leadership qualities. (d) Not corrupt.

R14, R35 & R40. Principal should have the following qualities to raise the school standard. (a) Dutiful. (b) Hard working. (c) Honest. (d) Devoted. (e) Good administrator.
R15. The principal should be a role model for the rest of the people in the school and should not stay for more than 3 year.

R16, R43 & R58. (a) Personality. (b) Way of talking and behaving. (c) Friendship attitude with teachers. (d) Strict with students. (e) Giving a healthy environment to the students + teachers as well. (f) Solving the problems of students + teachers. (g) Fulfill the necessary and basic requirements of students and teachers as well.

R17 & R49. He/ She should be sincere, unbiased and listen carefully to the problems of his staff + students.

R18 & R56. A principal in a school has to wear many hats e.g. an administrator, a counselor, a manger, supervisor and a facilitator. He is the centre of all the activities in the school and has the main role in fulfilling all needs of both students and his staff.

R19 & R41. Principal in the school/any institute is like a Nucleus. Now, if this nucleus fails to perform its function properly, the rest of the parts will be automatically affected. A principal should be on his/her toes all the time. He should not be dependent on the feedback of his/her subordinates but should go for first hand knowledge of each and every activity going on in school.

R20 & R53. The principal must assure that his staff members are prepare mentally and physically for teaching before entering his class. He must produce a conducive atmosphere for study.

R21 & R45. Principal should be highly qualified, know how to tackle different situations, and try to solve the problems at the spot, provide guidance and supervision to teachers.

R22 & R36. A principal should be well disciplined and good enough to handle the worst situations. She or He should be aware of everything going on in the school premises. She /He should have close contact or coordination with the students, teacher and parent.

R23 & R54. The principal should be a man of principles.

R24. The principal of an excellent school should be honest dutiful, having high vision, leadership thinking, having participatory approach in decision making, instruction manager, good community relations.
R25 & R52. The principal besides being an educationist should be firm in his operation. He should have direct interaction with the faculty members as well as the students.

R26. Principal should be friendly with teachers along with students. Principal should praise his teachers for good result in front of other teachers and if there is any problem, principal should discuss with the teacher. Principal should be aware of teacher’s problems as well as student’s problems.

R27 & R38. He should stress on the proper discipline of students.

R28. He should be patient, democratic, well qualified and having habit of reading.

R29. A principal should be a well experienced personality. Because an experienced person knows how to deal with the different situation and his educational qualification has a great impact on results or educational achievements of school.

R30. First of all he should treat all teachers equally. He should be well trained professionally.

R31. He should be devoted and sincere and should work for the improvement of quality education.

Q9. How does the principal’s effort make difference in school improvement?

R1 & R49. The principal academic performance makes difference in school improvement.

R2, R3 & R34. The principal Qualification, Experience, and Administration can improve a school.

R4, R24 & R43. The principal acts an active part in controlling the school atmosphere. If he is dutiful and sincere to the profession, so in this way he can make difference in school improvement.

R5, R31 & R55. By obeying the rules and regulations of the school, the principal can improve the school.

R6, R25 & R60. Principal is like a captain of the ship. His ideas and his vision of the school is what a school is. The success and future of a school directly depends on principal.
R7, R30 & R51. A devoted and sincere principal will take all those steps which will improve the school’s standard. He serves as a team leader who takes his team to task of “Wining” only.

R8, R26 & R58. If the authority gives healthy environment than automatically the improvement occurs in a whole way or large scale.

R9, R29 & R40. As he is incharge of the school he should have command over the staff therefore what efforts he will make, these efforts can put lot of improvement in this school.

R10, R32 & R46. Principal is the leader. He gives direction to the faculty members, so his positive direction can lead the school to the path of improvement.

R11, R33 & R57. Principal should not be only for students but also for all teachers he should be a role model for both students and teachers.

R12, R27 & R59. The efforts of principal play a very important role in improvement of education in school. A principal is like a train engine. If he is spirited strong and devoted, the whole staff will follow him. It will result in the improvement of school.

R13 & R35. The principal is the leader of the school or organization. His vision and involvement in school affairs can bring a positive change in school.

R14, R37 & R54. He is captain, it depends on him how much he involves his of teacher

R15, R41 & R52. A principal's efforts make a huge difference. By personal interest a principal can lead his school to the top class level

R16 & R47. The principal should be a good planner. He should be equipped with new pedagogical and communicative skills.

R17. By leading through examples.

R18, R28 & R53. Principal’s interest in school affairs is the most important. Principal is the head of administration, he should be vigilant enough to make quick decisions.

R19, R36 & R45. He should inspect different classes and provide guidelines to teachers about methods of teaching. But this should be done in constructive way.
R20, R38 & R56. A principal as said earlier plays a variety of roles in the school. His roles make the school a well structured and well known school. If he fails to perform his duties the school’s repute will be lost.

R21 & R39. Principal is the leader. The leader, leads and the rest follow. If the principal is an active, well educated, professional, disciplined, hardworking person, he can easily inculcate these in his staff.

R22, R42 & R48. Principal is a key figure in a school. If he maintains proper discipline in his school, he can improve a lot in the school.

R23, R44 & R50. A principal’s effort brings a lot of difference in school improvement. He acts as brain in a body so he should have ample knowledge about human behavior, he is the person whose reaction towards every action can build or destroy the image of the school.

Q10. How does the school involve you in school affairs?

R1, R25 & R37. Through parents meeting.

R2, R31 & R52. They call me quite often, interact with me through dairy, and show me result.

R3, R26, R40, & R58. Through PTA and on other important occasions.

R4. We are called only for collecting our daughter’s results. That happens twice or thrice a year.

R5, R33, R41 & R46. Not much usually they me invite for parent teachers meeting or on annual day.

R6, R27, R50 & R59. Through parents teachers meetings, through sending notices.

R7, R30 & R56. My son’s school involves me by inviting me to participate in their school function and give due weight to my ideas for school improvement.

R8, R28, R42 & R60. (a) Through meeting. (b) Take suggestions related with the improvement. (c) Accept the ideas + opinions.

R9 & R35. The school involves us in school affairs in the following ways. (a) They invite us for parent’s meeting. (b) Result day. (c) Spring festivals.

R10. Some time, if they think, they need us.
R11, R29, R38, R49 & R57. The school involves us in the school affairs by inviting us on the occasion of parent’s day, 23rd March, 14th August, Result day.

R12, R32, R43 & R55. The school invites us for parents’ teachers meeting.

R13, R34 & R54. Through different curricular activities like sports, debate etc.

R14. Do not invite.

R15. I have no experience of any involvement in school affairs.

R16, R36 & R44. As a parent, we can easily discuss our child’s performance with the teachers. For every function we receive invitation through mobile sms service as well as written invitations.

R17, R39, R45 & R51. As a parent, we are always welcomed by our institution. If we have any problem we can straight away go to the heads and discuss the problem which then be solved on the spot. We receive monthly performance result of our children on a regular basis.

R18 & R47. By inviting me in PTA meetings and inform about positive as well as negative aspects of my child progress and personality.

R19. If they call us we will join.

R20 & R48. The school invites me for parents’ teachers meetings to discuss the progress of the students. Different activities that are held in school the patents are invited to these functions.

R21. School involves me by holding regular meetings in a month regarding student personal interest, problems in teaching learning process.

R22. The school involves me only if there is some discipline problem regarding my children.

R23 & R53. They invite us on result day

R24. School involves us mostly when there is an issue from student’s side that they are not working properly. Showing poor result.
Q11. What type of school you consider to be fit organization for the education of your children?

R1 & R43. (a) All the teachers should be well qualified. (b) Not on the pattern of private school. (c) Staff should be rotated. (d) It should not be profit oriented organization. (e) It should provide congenial environment.

R2 & R57. School that can provide every type of Educational requirement to my children.

R3, R33 & R52. The school where religious and scientific knowledge is provided with sports, speech and other personality development activities.

R4, R35 & R47. Such a school will be considered a fit organization which helps in the all round development of my child’s personality.

R5, R34, R45 & R59. Like Saint Merry, Beacon house, City, Army and PAF type of schools.

R6 & R39. Where children get quality education, learn their values and thus may be a good citizen in the future life.

R7 & R42. The institution which gives equal time to study as well as to extra curricular activities.

R8, R36 & R48. I think the school fit for my children will be the one which will give not only academic education but fulfills all requirements of personality development.

R9, R50. A school which has a qualified and trained teachers.

R11, R37 & R49. The school that makes my kids courageous, bold, courteous, and enables them to be the successful members of the society, is a fit school for my kids.

R12. A school which completes the courses is on time.

R13 & R38. Formal type of education, I consider to be fit for my children because in this type of education both teachers and students have interaction.

R14, R40 & R51. Any institution where there is pro-active staff who take responsibility.
**R15, R41, R54 & R55.** A school in which good discipline is practiced which is the fundamental requirement is for excellence and where the focus is on academics. Moreover, a school where our children’s behavior is refined and their character is polished and they become creative minded.

**R16.** A school which has qualified teachers.

**R17.** I would prefer a school having the following qualities for my children. (a) A school with a good administration. (b) A school which has qualified and competent teachers. (c) A school with curricular and co-curricular activities. (d) A school with big play ground and well equipped library.

**R18 & R58.** I think activity based school is fit for the education of my child. It also gives cultural values to students.

**R19.** A school where my child gets sufficient attention from his teachers and where he is given full mental and physical security, and lastly he is not afraid to go to school.

**R20 & R60.** The school where my children personality flourishes, achievements are high, having strong co-curricular activities system.

**R21 & R49.** The school which has good building well qualified staff, disciplined environment and give co-curricular activities.

**R22.** No Answer.

**R23.** School which has a qualified and well experienced administration.

**R24 & R44.** I personally believe in high standard of education. A school of highly qualified sound permanent teachers, huge play grounds, equipped laborites, well disciplined, co-curricular activities, reasonable fee and up to date curriculum make an ideal school.

**R25.** The type of school, which I feel fit for my children, is the one which believes in nurturing the minds of the students fully equipped in modern ways.

**R26.** A school which can give overall training to my children.

**R27.** A school which gives my child sound moral and spiritual education along with academics seems to me the best organization.
R28 & R53. The school which provides all the basic facilities, conducive environment, committed and highly qualified staff. The school which not only gives emphasis on good results but also plays a major role to make my child a good Muslim as well as a good citizen.

R29. The school in which the curriculum is planned according to the requirements of today’s students and includes Islamic education.

R30 & R46. Being a parent, I would definitely go for the type of school where modern and updated curriculum is followed along with preference to Islamic studies.

R31. A school which imparts good education and produce well disciplined students in all walks of life.

R32. The school I feel fit for my children should have the following qualities. (a) Teacher must know about his/her subject very well. (b) The learning should be concept based. (c) Their should be trained teachers for making syllabus. (d) Lengthy home work must be discouraged.

Q12. How does the school meet the educational requirements of your children?

R1 & R43. The school where my children study, their educational requirements are met in a very good manner, academic as well as character building is given importance.

R2 & R50. So far as the educational requirements of our children are concerned, their school has the capacity to make them learn new and up to date things. Their knowledge is being updated by the teachers and the books which they are taught. They are always aware of the innovations in various fields of science and technology, art and literature. Which make them compete with the modern would.

R3, R33 & R59. Excellent, they are the real educators.

R4. Only cognitive requirements are met.

R5, R34 & R46. If the atmosphere of school premises brings positive change in my children, it means that school meets the educational requirements of my children.
**R6.** They are good at providing my daughter the academic knowledge but not that good at co-curricular activities. My daughter is very shy child despite being in class 6th.

**R7, R40 & R57.** I am satisfied with my son's school it provides excellent educational facilities.

**R8 & R52.** By giving them knowledge about daily life things, by showing them real models of things, practical and by taking exams.

**R9 & R60.** The school meets the educational requirements of my children but number of vacation in this school is very high as compared to other schools.

**R10.** Not in a large scale.

**R11, R37 & R49.** The school meets the educational requirements of my children in a good manner.

**R12 & R35.** The school meets the educational requirements of my children by having all the basic facilities, well trained teaching staff, Good administration, arranging curricular and co-curricular activities at the campus of school.

**R13 & R51.** The school of my son is providing religion and scientific education but there is lack of sports activities and other co-curricular activities.

**R14 & R44.** The school meets the educational requirements of my children in a good way.

**R15 & R55.** I am satisfied with the educational requirements of my son’s school.

**R16 & R42.** The present school of my children meets the educational requirements very well. As the principal, and the teaching staff is much more dedicated and skilled as compared to many other schools.

**R17 & R39.** Though the school of my children is meeting the educational requirements but still they should introduce modern computer lab.

**R18 & R48.** I am satisfied with the educational requirements of my children's school.

**R19 & R41.** The main strategy of my children's school is activity based learning for that purpose all the resources e.g. multimedia, library, language labs, well equipped computer and science labs are available and all these things meets the educational requirements of my children.
**R21 & R53.** By providing good staff and by showing excellent results and especially inculcating good values in my child.

**R22 & R36.** My children's school is an organized place for education. Everything is done systematically. Discipline is strictly observed. Such environment is conducive for education which we parents are not able to provide them at home. Trained staff members, different co-curricular activities, all these are provided in the school environment.

**R23 & R56.** I m satisfied with the educational requirements which are provided to my son in school.

**R25 & R38.** I am satisfied with the educational environment in my children's school.

**R26.** No.

**R27.** No.

**R28 & R45.** I am satisfied with the educational requirements which are provided to my children.

**R29 & R58.** The school where my children study is fulfilling educational requirements to some extent but lacks in co-curricular activities.

**R30 & R47.** My son is happy as far as the teachers are concerned. Adequate time is also given for his physical training.

**R31 & R54.** Their syllabus is not Pakistani books. They prefer the books of Oxford press, which are qualitative books. Syllabus is designed according to mental level of the studies or child. Teachers are hard working. There are co-curricular activities as well.

**R32.** Though I have some concerns about the school where my children are studying but as a whole it is better than many other schools.