

**Comparative Study on Indicators of Quality Education and its
Impact on Students Academic Performance at Inter-Level
Institutions of Khyber Pakhtunkhwa**

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Abstract

Comparative study is an assessment method that engages students in generating responses that confirm their cognitive abilities and the effectiveness of instruction. The present research study was intended to investigate and compare the educational quality recital of Intermediate level students and its impact on academic performance regarding to Government higher secondary schools and Colleges of the southern districts of Khyber Pakhtunkhwa. As nature of the study was descriptive, so the survey method was used. All the inter-level students as well as Teachers of Government Institutes were constituted the population of study. The total sample size of the study was (560) which comprised on the Four hundred and eighty (480) students while Eighty (80) Teachers (male & female) from higher secondary schools and Colleges of the all four southern districts of Khyber Pakhtunkhwa. The researcher used the Multi-staged stratified sampling technique. Reliability of both questioners were tested by applying Cronbach's Alpha at 0.05 level of significance using SPSS and independent t-test was applied for data analysis. The findings of the research study were based on the fact that female students have high impact on their academic performance then the male students of higher secondary schools and colleges. Similarly, it was found from the interpreted data that the urban Colleges performing significantly better than the rural Colleges at intermediate level. The results of research Study concluded that colleges were performing better as compared to the higher secondary schools. For the quality of academic performance, it is recommended that using the suggested quality indicators the slandered in the statement may be formulated for each of the given indicator. Similarly, it was also recommended that there should have higher secondary schools and enough teachers who hold professional qualifications and as well as trained to bring about the good student academic performance.

Keywords: *comparative study, quality of education, academic performance, achievements, effectiveness, southern districts.*

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Introduction

The quality of education is a very essential and important part of any progressive system for inevitable change. A quality education is one that prioritizes the social, emotional, mental, physical, and cognitive growth of every student, irrespective of their gender, race, ethnicity, socioeconomic background, or place of residence. It is a progressive system of civilization change and development of society.

Arman et.al (2010) conducted a study on “Status of higher secondary Education of Pakistan”. In order to determine how suitable higher secondary schools were in terms of location, approach, and facilities available in such institutions, the main objectives were to assess the actual condition of higher secondary schools in terms of staffing, facilities, and financial distribution; examine class XII passing rates in higher secondary level schools; determine the correlation between enrolment and passing rate in class 2 of the HSSC; and compare the academic performance of boys and girls in higher secondary schools and colleges. This was probably due to scarcity of teachers and there was no alteration in success level of the students at the enrolment time in class XI and the time of passing in class XII in higher secondary school certificate. The reason may be larger sized classes, shortage of teaching staff and regular principals etc.

As quality of education is a comprehensive but complex concept, the UNESCO (2005, p 278) explored that all over the world there is a need for quality of education for the betterment and progressive position in any society. There are many laps about the need to provide and access education of good quality and what that type of quality actually means in routine practices. UNESCO (2003, p 153), defines and elaborates on the term quality of education, that it varies significantly from place to place and country to country by the cultural and economic positions and priorities of the society. These agents of variation make it challenging especially for developing countries to set the educational policies and curricula for the educational development. Normally its role is very important for the positivity of something. It enhances the different capabilities of human beings and achieves positive objectives of economic and social development. Education has an instrumental role and vehicle of nation-building in progressive as well as developed countries. Education is an important sector having significantly amount of budget throughout the world. Good quality education provides all learners with the skills they need to be economically dynamic, creative, and productive, develop supportable livelihoods, contribute to peaceful and democratic civilizations and improve individual well-being.

According to the Yackulic and Noonan (2001), indicators of quality-based education plays a vital role for the key-step of good performance. Basically, these are the essential part of quality education. Statistics highlighting important facets of education allow for evaluating and monitoring institutions, faculty, curricula, and students. These indicators have become recognized as indicators of quality of education. Similarly, the indicators of quality education include learners, teachers, content, teaching learning processes, learning environments, and outcomes.

Quality in higher education is a multidimensional concept that looks at the quality of a whole institution. Educational quality can be measured by means of indicators which include educational input, process, outcome and context indicators.

Academic Performance

According to the Arshad and Dahar (2011) academic performance / achievement is the current level of a student's learning. More specifically, for the purposes of accountability, academic performance/achievement refers to the percentage of students at a school who's learning currently meets or exceeds their grade level standards. Dahar&Faize (2014) explored that Academic performance describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Similarly, Kaushal (2017) discussed that Academic performance may refer to completing educational benchmarks such as a bachelor's degree. Academic performance is often measured through examinations or continuous assessments. Different modern and progressive developed countries have attached maximum priority to education's quality. According to the constitutional rules of Pakistan, it is the essential right of every Pakistani citizen to get education and have access to higher education in any time. (Govt.of Pakistan 2017)

Statement of the Research Problem

Researchers are investing a lot of input to the education discipline in the form of man resources, material resources, money, machinery and time resources. The only output of education is the achievement of the students. Present study is a struggle in this direction to check and analyze the "Comparative Study on the Indicators of Quality Education and its Impact on Students Academic Performance at Inter-Level Institutions of Khyber Pakhtunkhwa".

Objectives of the Research Study

- i. To analyse the quality of intermediate education in Government Higher secondary schools and colleges in southern districts of Khyber Pakhtunkhwa.
- ii. To compare the quality of intermediate Education between the Boys & Girls students of Govt.Colleges and Higher Secondary schools of Khyber Pakhtunkhwa in terms of quality indicators such as teaching staff, infrastructure, curricula and management etc.
- iii. To Investigate the Quality of intermediate education between the rural and urban institutions of southern districts of Khyber Pakhtunkhwa.
- iv. To compare the quality of Intermediate education in the southern districts of Khyber Pakhtunkhwa in terms of student's academic performance.

Research Questions

- 1) What is quality of Intermediate Education in Government Colleges and Higher secondary schools?
- 2) What is the criteria to compare quality of the intermediate education between the Boys & Girls students of Govt.Colleges and Higher Secondary schools in terms of the quality indicators such as teaching staff, infrastructure, curricula and management etc.
- 3) What is procedure to Investigate the Quality of intermediate education between the rural and urban institutions of southern districts of Khyber Pakhtunkhwa?
- 4) What methods are used to compare the quality of Intermediate education in the southern districts of Khyber Pakhtunkhwa in terms of student's academic performance / achievement?

Hypotheses of the Study

- H₀₁ There is no significant difference in quality of intermediate education in the Government higher secondary schools and colleges of Khyber Pakhtunkhwa.
- H₀₂ There is no significant difference in quality of Intermediate education between the male and female students of Government higher secondary schools & colleges of southern district of Khyber Pakhtunkhwa in terms of quality indicators such as Infrastructure, teaching personal, management staff and other curricula etc.
- H₀₃ There is no significant difference of quality education between the rural and urban institutions of southern districts of Khyber Pakhtunkhwa.
- H₀₄ There is no significant difference in quality of education at intermediate level in term of academic performance /achievement of

students of Govt. higher. secondary schools And
colleges of the southern districts of Khyber Pakhtunkhwa.

Significance of the Study

This study will assist the principals of government colleges and higher secondary schools in making appropriate arrangements for effective teaching and learning process. The results of study will be helpful for the Board of Intermediate and Secondary Education to review its examination system. This research study will be appropriate and advantageous for policymakers to adjust their policies as a result of the findings. The study will be beneficial to concerned authorities in their efforts to maintain a check and balance system and provide a higher quality of education. The study will aid educational institutions in improving the quality of higher secondary education. The findings of the study will be useful to future researchers conducting research in the same field with different variables. This will be the first study in Southern districts including Tank, Lakki, Bannu and Dera Ismail Khan. It will also be related to the other remote areas of Khyber Pakhtunkhwa province. The findings of the study will be significance for Policy-makers, school managers, teachers, students, parents and other stakeholders because they understand the factors of excellent education.

Limitations and delimitations of the study

There were the following limitations of the Research study.

- The survey method was used as a research method.
- Self-developed Questionnaires were used as data collection tools to measure the indicators of the quality of education.

This study was delimited to:

- Government Higher Secondary Schools and Government Colleges of four Southern districts of Khyber Pakhtunkhwa including D.I. Khan, Bannu, Tank, and Lakki.
- Previous Two Years Results of intermediate Students of BISE (DIK & Bannu) of Session 2018(A) & 2019(A)

Literature Review

According to Heynemann (2016, p.33); Intermediate program is running under the secondary-school level education in Pakistan. It is basically depending the education which includes F. A / F. Sc Premedical, Pre-Engineering, Inter science and Humanities group. Both the Science and Arts courses of intermediate level are presented in higher secondary schools and colleges in Pakistan which are providing base to higher professional & academic education. Therefore, the Inter-level education is

generally paradoxical. It helps in progress and a dynamic-role between basic educations and (further) higher education. Intermediate education is predictable to act transitional-and terminal role by providing the necessary development of country.

Dahar et.al (2016) conducted a study entitled “A comparative study of performance of intermediate level Students of Higher Secondary level schools and Colleges Of the city of Rawalpindi”. The basic theme of the research-study was to explore that performance is a testing method that make the students courageous and validate their efficiency and acquaintance position. The objective of this study is to examine how 11th and 12th grade students in higher secondary level schools and colleges in the Rawalpindi district are presented academically and in terms of their education. The over-all sample of study was 160 students from the Govt. higher secondary level schools and postgraduate colleges of Rawalpindi area. Self-administered questionnaire was used as data collection tool. T-test was used for data analysis. Results of study revealed that in the all institutions, female pupils displayed improved academic performance than male pupils and It was strongly accepted that this research study will be best for the propose techniques and provided the assistance to in-service teachers & heads to follow-up the academic performance of both boys & girls students. It will also develop their acquaintance techniques and skills with the specific allusion of academic performance amongst the male and female students.

Baker (2016, p.17) discussed that this definition implies the child has some natural potentialities. Basically, Education is not a static term but it is lifelong and continuous process.

Similarly, Jahanzaib and Akhtar (2005) expressed the school / college teaching and learning indicators as follows:

- Teacher’s role
- Leadership style
- Physical resources
- Learning resources
- Facilities
- Curriculum
- Classrooms
- Lighting
- Cleanliness
- Community involvement
- Teaching and learning materials
- Sanitation facilities
- Quality of content
- Content relevance of quality education

- A.V aids

Yasin (2016) conducted a study entitled “ A comparative study of intermediate classes in higher secondary schools and intermediate colleges in Punjab” with the its main objectives regarding to the good performance of HSSC students in terms of the matriculation and F.A / F.Sc .To calculate and correlate the academic-achievement of the students in SSC &HSSC, it was to compare the physical facilities in higher secondary schools & colleges with-respect to the comparison of academic-achievement of-students in terms of results of F.A / F.Sc. A study conducted by Scannell, D.P. (2014) said that teachers, schools and communities prefer quality as primary focus. In 20th century Jhon Dewey explore the education as; Education is a practice of livings through a constant and continuous-rebuilding of experiences. It is the process of developing of all those dimensions in the life of an individual which empower him to achieve the tasks.”

Sarwer, and Alam (2010) elaborated that Academic performance is the extent to which a student or institution has achieved either short- or long-term educational goals. As per policy of Govt. of Pakistan 2010, Education is a very necessary for the human beings and its development. It raises the different skills such as productivity, Individual-efficiency and constructs human resource and financially support for the progressive development. There is no need of any clarification and justification for the human resource development.

UNESCO (2004, p 243) explored the proper observation and the individual rights related to the best quality indicators. There are the following five dimensions of the quality education given by the UNESCO’s frame-work.

- Characteristics of Learner: It includes the aptitude of learners, determination, willingness for school, preceding information, learning barriers, and different demographic-variables.
- Context: It was included that the Educational resources for the people support by parents, different standards of nation, several demand in the labour-market, different cultural, social and religion related factors, peer-effects, and timetable for the schooling with the available and home-work.
- Enabling the Inputs: It supported the different learning and teaching materials, crucial resources of human, several teaching and learning materials, substantial facilities and infrastructure.
- Teaching and Learning: It included the learning time, methods of teachings, assasination and evaluation and the size of the classrooms for the teaching.

- Outcomes: This was including the different skills of literacy, values numeracy and other skills of life.

In 2014, Price & Lue-E, (2014) suggested the regarding the qualitative behaviour of education at higher secondary level comes through the interaction of three teaching & learning process.

Quality of Staff and faculty: It focuses-on the teacher developments related to different faculties & departments.

Faculty development: Discuss and focuses on Knowledge, skills and methods of the faculty associates.

Organizational growth: It is related to alteration the structures, policies and organizational atmosphere.

Instructional development: It is a systematic strategy, growth and development, implementation and evaluation of instructional materials, lessons courses and curricula.

It is the requirement of the-time to renovate or overhaul the curricula, improve the textbook, and make the effective delivering of curriculum to archive quality education and required academic achievement. Yackulic and Noonan (2001) have sorted-out 34 quality-indicators for the quality education at inter-level in-Canada. These indicators have been valued high by different groups of respondents.

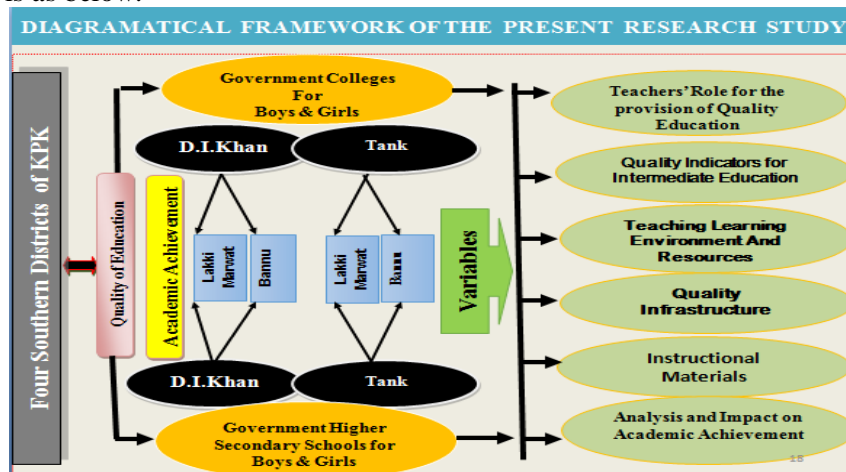
Research Gap

Most of the research has been done and dealt with the student's attitude and competence of the teacher regarding quality of education. Qualitative method is used to help the researcher to penetrate deep into abstract ideas, their causes and intricate issues (Creswell 2011). Going through the review of related literature, it is found that the majority of the studies on Quality of education and academic achievement of the students are conducted in developed countries. Many studies drew samples from colleges and universities. There are different methods to find the quality of education at Intermediate level. The related review of the literature provides that many researchers worked on Quality of Education at intermediate level and its impact on academic performance of the students but there is still a need to measure the relationship between these two important aspects in the field of education. Therefore, in order to understand the relationship between Quality of education and impact on academic performance, there was a need for a study to be conducted in Govt colleges and Higher secondary schools of southern districts including Dera Ismail Khan, Tank, Lakki and Bannu in Khyber Pakhtunkhwa. This specific research fills the existing gap in the relationship between Quality of education and academic performance of

the students among the different Government Institution of Khyber Pakhtunkhwa provinces.

Research Methodology

It was a survey study that designed to be descriptive in nature. The main objective of the study was to compare and examine the quality of education at intermediate level students and its impact on academic performance in KPK's government colleges and higher secondary schools. The current study is a quantitative study which consisted of statistical information, responses and the investigational queries regarding the research problem. Clark & Creswell, (2011); declared the quantitative work and applied statistical parameters. The diagrammatically framework is as below:



Population of Study

For the current research study, all Three Hundred Seventy-Two (372) male and female Lecturers of Thirty-Three (33) Government Colleges having Sixteen Thousand Two Hundred & Thirty-Four (16234) enrolled M/F students were the population of the research study.

On the other hand, Two Thousand Two Hundred Sixty-Seven (2267) male and female Subject Specialists of Seventy-Four (74) Government Higher Secondary Schools having Thirty-Five Thousand One Hundred & Ninety (35190) enrolled M/F intermediate level students from the southern districts of Khyber Pakhtunkhwa where the population of the research study.

Population of the Study

Population of the Teachers (Lecturers + Subject Specialists) =

372	+	2267	=	2639
Population of the students (College + H.S. School) =				
16234	+	35190	=	51424

Overall population of the research study = 54063.

*Source: EMIS of Elementary & Secondary Edu Department (2018-19)
EMIS of Higher Education Department (2018-19)*

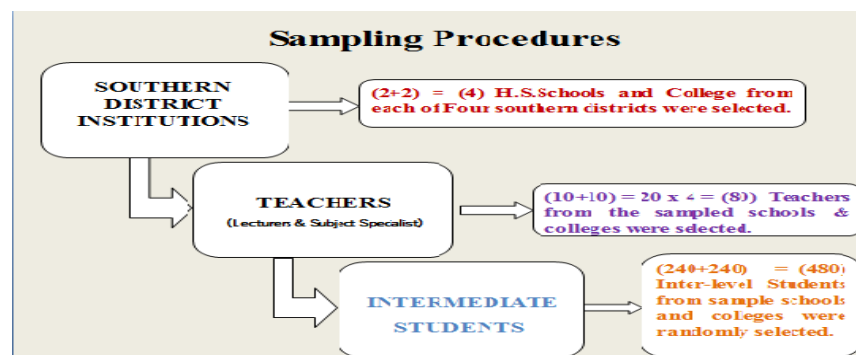
Sample of Study

According to Curry, Dr Jhon (2007) if population is more than 10000, then sample size will be the **1%** of Entire population. So, @ 1%, the sample size for this particular study was equal to 540. As calculated below:

Size of Population	Sampling Percentage
10-100	100%
101-1000	10%
1001-5000	5%
5001-10,000	3%
10,000 +	1%

The Sample size becomes → $1/100 \times 54063 = 540$

Entire Sample Size = 80 Teachers (M & F)+ 480 Students (M &F) = 560



Sampling Techniques

The researcher used the Multi-staged stratified sampling technique. In the first stage, **02** male and **02** female Govt. Higher Secondary Schools and colleges from each of southern districts of Khyber-Pakhtunkhwa were randomly selected for this particular study.

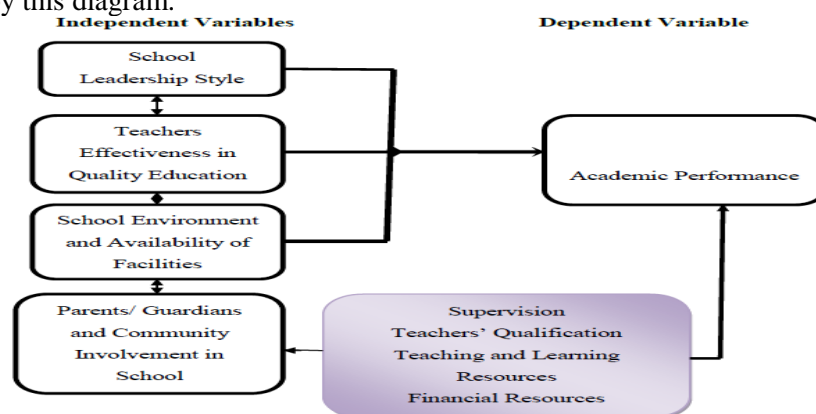
In the second stage, **05** teachers from each of the Institution were selected as data producing sample. Thus all **80** teachers were selected as a total sample size from the **16**-HigherSecondarySchools and_ colleges. In third stage, the researcher selected **30** students randomly from each of these institutions. Thus, for this particular research, 560 respondents of present study including **80** Teachers and 480 students of selected Schools/Colleges were used as sample of research study. As a whole all the sample size can be determined by the following flowchart.

COMBINED SAMPLING FRAME				
Southern Districts of Khyber Pakhtunkhwa	Gender-wise Institutions	Government Colleges & Higher Secondary Schools	Multi stage Stratified sampling Technique	
			Teachers Sample	Students Sample
Dera Ismail Khan	Male	01 College	05 Male Lecturers	30 Male Students (College)
	Institutes	01 H.S. School	05 Male Subject Specialists	30 Male Students (HSSc)
	Female	01 College	05-Female Lecturers	30 Female Students (College)
	Institutes	01 H.S. School	05 Female Subject Specialists	30 Female Students (HSSc)
TANK	Male	01 College	05 Male Lecturers	30 Male Students (College)
	Institutes	01 H.S. School	05 Male Subject Specialists	30 Male Students (HSSc)
	Female	01 College	05-Female Lecturers	30 Female Students (College)
	Institutes	01 H.S. School	05 Female Subject Specialists	30 Female Students (HSSc)
LAKKI	Male	01-College	05 Male Lecturers	30 Male Students (College)
	Institutes	01-H.S. School	05 Male Subject Specialists	30 Male Students (HSSc)
	Female	01 College	05-Female Lecturers	30 Female Students (College)
	Institutes	01 H.S. School	05 Female Subject Specialists	30 Female Students (HSSc)
BANNU	Male	01 College	05 Male Lecturers	30 Male Students (College)
	Institutes	01 H.S. School	05 Male Subject Specialists	30 Male Students (HSSc)
	Female	01 College	05-Female Lecturers	30 Female Students (College)
	Institutes	01 H.S. School	05 Female Subject Specialists	30 Female Students (HSSc)

Conceptual Frame-Work:

It is the basically diagrammatic representations of one or more variables and their relationship. The cause and effect relationship is used in this term. According to the Orodho (2014); basically, it is the

presentation of all research-study where the researcher shows the relationship of dependent and independent variables by diagrammatically or graphically variables. The adopted Conceptual frame-work is illustrated by this diagram.



Instrumentation

For current research, following three instruments were used:

- Questionnaire for Teachers (Lecturers & Subject specialist)
- Questionnaire for Intermediate Students (male & female)
- Two years Result Gazettes of BISE at Intermediate level of session 2018(A) and 2019(A) for the academic achievement.

Self-administered Questionnaires were designed using Five-point Likert scale. The Researcher took primary data by using questionnaires, which were got filled from both students and teachers. It was a survey study carried out by a researcher who went to four (4) southern districts of the Khyber-Pakhtunkhwa, including Dera Ismail Khan, Lakki, Tank and Bannu, and visited government colleges and higher secondary schools. As impact on academic performance was tested by the questionnaire's items while academic performance of government colleges and higher secondary schools in four southern districts was measured using HSSC BISE previous two years results.

Data Collection and Analysis

According to the Akhtar and Jahan Zaib (2005) the investigation of the facts gives the analysis and information for the constructing what has been composed to make the inferences. The overall informative data was put into the tabular form on the SPSS (Version 22.00). The descriptive (mean, median, (standard deviation) as well as inferential statistics (T-test) were used for the data analysis.

Analysis of the Data

To analyze the data, descriptive statistics (simple percentage, mean, median, Standard deviation) and Inferential statistics (Independent t-test) were used. All the data was statistical analyzed by using SPSS (Version 22.0) Computer package.

For data analysis the researcher used following statistical techniques.

Description of the Statistical Techniques employed

Table No.1: *Mean difference between the Quality of Intermediate Education and Impact on Academic Performance of Govt. Colleges and Govt. Higher Secondary Schools in the South Region Districts of the*

Statistical Techniques Employed	Tested & Implementations
Simple percentage	All items of Questionnaire
Different Questionnaire’s items	Impact on academic performance
Independent sample t-test	Hypotheses No. 1, 2, 3,4,
Result Gazettes	Comparison of the Results to get Academic performance

Khyber Pakhtunkhwa.

Description

The given table displays that $t=1.065$, $p= 0.025$ is less than 0.05 which means that there is significance difference between the both Institutions. It was found by the resulted value that the quality of

Group	N	Mean Value	S. D	T.test	D.f	P
Govt.Colleges	280	13.50	2.3			
Govt.H.S. Schools	280	11.25	4.1	1.065	558	0.025

Intermediate education and its impact on the academic performance/achievement of students of Government Colleges were

greater than Government higher secondary schools in the south region districts of Khyber Pakhtunkhwa. Therefore, the null hypothesis was rejected.

Table No.2: Mean difference between quality of Intermediate Education and its Impact on Academic performance of male & female students of Govt colleges and Govt. Higher Secondary Schools of Khyber Pakhtunkhwa in terms of quality indicators such as teaching staff, infrastructure, curricula and management etc.

Description

Table shows that the results of Colleges and higher secondary schools satisfied the required condition which means there is significant difference between them. Here the calculated value indicated that students of the Boys colleges have Mean= 64.9, SD=7.72 ; which have poor academic performance then the students of Girls Colleges. The significant

INSTITUTIONS	N	Mean	S. D	T.test	D.f	P
Govt.Colleges (Rural area)	280	64.9	7.72	-5.186	278	0.047
Govt.Colleges (Urban area)		72.1	8.85			
Govt.H.S. Schools (Rural area)	280	67.7	10.2	-4.901	278	0.039
Govt.H.S. Schools (Urban area)		72.5	6.03			

difference is found at $t = -3.23$, $P = 0.002$. So therefore, we concluded that Girls Colleges and higher secondary Level School have higher rate of academic achievement then the Government boys' colleges and higher secondary schools. It is overall come to the conclusion that male students have less impact on academic performance. i.e. ($M=67.7$, $SD=10.2$).

Similarly, female students have resulted value $M=72.5$, $SD = 6.03$ at Intermediate level. The significant dissimilarity is found at $t = -2.59$, $p = 0.011$. Therefore, it was concluded that the overall students of Girls Colleges and higher secondary schools got higher academic achievement/performance then male students of higher secondary schools and Colleges. Analysis and interpretation is based on the fact that female students have high impact on academic performance then the male students. Therefore, the null hypothesis was rejected.

Table No.3(a) Mean Difference Between Quality of Education at the Intermediate Level Students of Rural and Urban Institutions of Khyber Pakhtunkhwa's Southern Districts.

INSTITUTIONS	N	Mean Value	S. D	T.test	D.f	P
Govt.Colleges (Rural area)	280	64.9	7.72	-5.186	278	0.047
Govt.Colleges (Urban area)		72.1	8.85			
Govt.H.S. Schools (Rural area)	280	67.7	10.2	-4.901	278	0.039
Govt.H.S. Schools (Urban area)		72.5	6.03			

Description

Table shows that $t = -5.186$, $P = 0.047$. The mean value of the urban Colleges was greater aspects on the mean of the rural Colleges. So that the resulting value for the urban Colleges performing significantly better than the rural Colleges at intermediate level. Similarly, table shows that $t = -4.90$, $P = 0.039$; and the mean value of quality of education at Intermediate level of urban areas of the Higher Secondary Schools of Southern districts was greater than Rural areas of higher Secondary schools. Therefore, it was resulted that Urban areas of higher secondary schools performing significantly better than Rural area's schools. Over all data analysis displays that there is mostly significant difference between qualities of education at Intermediate level of urban as well as rural areas of the Government. Colleges and Higher Secondary level Schools in Southern region districts of Khyber Pakhtunkhwa. Therefore, alternative hypothesis accepted.

Table No.3. (b) *Mean difference in terms of the different quality Indicators such as management, infrastructure, teaching staff and curricula etc. in both types of the Institutions.*

Group	N	Mean	SD	T	D.f	P
Govt.Colleges (Boys & Girls)	280	12.8	3.21	1.150	558	0.071
Govt.H.S. Schools (Boys & Girls)	280	15.3	2.35			

Description

Table declared that $t = 1.150, P = 0.071$ which indicate that there is no significantly difference between the best quality of education at Intermediate class in the terms of different quality indicators such as management, infrastructure, teaching staff and curricula etc. in both types of institutions in Southern districts, therefore null hypothesis was accepted.

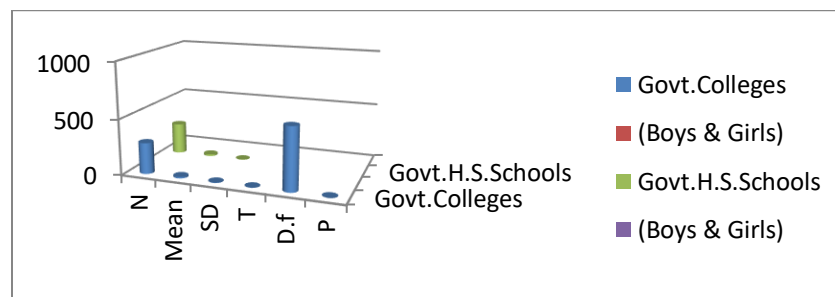
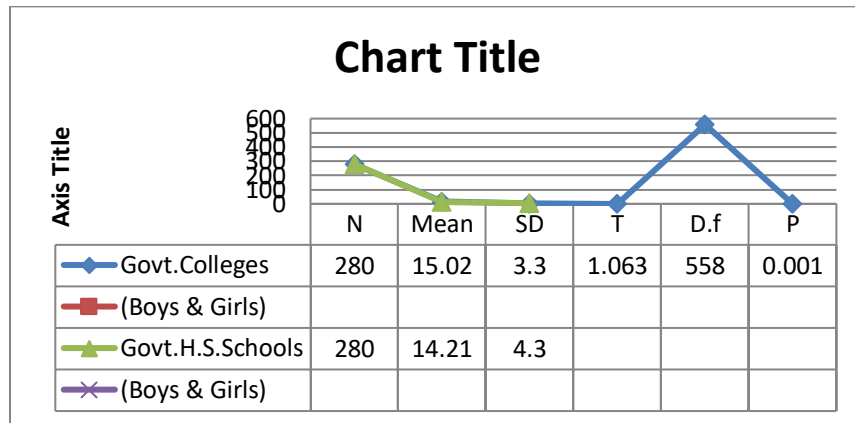


Table 4: *There is no significantly difference of Intermediate Education in terms of academic achievement/performance of students in the Govt. Higher Secondary Schools and Colleges in South Region Districts.*

Groups	N	Mean Value	SD	T	D.F	P
Govt.Colleges (Boys & Girls)	280	15.02	3.3	1.063	558	0.001
Govt.H.S. Schools (Boys & Girls)	280	14.21	4.3			

Description

Table shows that $t = 1.063$, $P = 0.001$. The mean value of college students has greater value than the higher secondary schools. Therefore, it was resulted by the data tabulation that Govt. Colleges performing best academic performance than the Govt. higher secondary schools. Therefore, the alternative hypothesis was accepted.



Student’s academic performance:

Below table is showing the overall academic performance/achievement of students at Intermediate level education in four southern districts of KPK including D.I. Khan, Tank, Lakki, and Bannu.

Overall result Gazettes of the HSSC collected from the BISE D.I. Khan and BISE Bannu with the collaboration of both honorable Controllers of Examinations from the Examination department (secrecy). The whole procedure and academic achievements of the intermediate students can be shown by the following tabulated form given below:

B.I.S.E (DIK & BANNU) Result Gazette 2018 (A) & 2019(A)**(Institution wise Summery)****Table 6: (Academic Achievement (Prior 2-Years Result Of HSSC Examination)**

PRIOR RECORD OF ACADEMIC PERFORMANCE / ACHIEVEMENT OF INTERMEDIATE STUDENTS							
PREVIOUS RESULTS OF HSSC ANNUAL EXAMINATION IN PERCENTAGE							
S.#	COMPARISON	DISTRICTS	INSTITUTIONS	2018(A)	2019(A)	MEAN	
1	GOVERNMENT COLLEGS FOR BOYS & GIRLS	DERA ISMAIL KHAN	Govt. College No.3 DIK	39.71	29.66	34.681	
			Govt. Girls College No.2 DIK	57.43	88.92	73.175	
TANK		Govt. College Ama Khail Tank	56.82	56.19	56.505		
		Govt. Girls College No.1 Tank	54.37	92.02	73.195		
LAKKI		Govt. Post Graduate College Lakki	56.3	66.7	61.50		
		Govt. Girls Degree College Lakki Marwat	62.5	71.4	66.950		
BANNU		Govt. Degree College No.2Bannu	65.11	78.81	71.960		
		Govt. Girls Degree College Mandan, Bannu	86.67	82.55	84.610		
5		GOVERNMENT HIGHER SECONDARY SCHOOLS FOR BOYS & GIRLS	DERA ISMAIL KHAN	Govt. Higher Secondary School No.2 DIK	56.18	47.54	51.86
				Govt. Girls Higher Secondary School PaharPur , DIK	79.79	64.37	72.08
TANK	Govt. Higher Secondary School Mulazai, Tank		67.57	90.28	78.924		
	Govt. Girls Higher Secondary School Gul Imam, Tank		50.01	88.26	69.135		
LAKKI	Govt. Higher Secondary School Shahbaz Lakki		77.8	85.6	81.70		
	Govt. Girls Higher Secondary School Titter Khel Lakki		73.2	93.9	83.55		
BANNU	Govt. Higher Secondary Paainda Khail Bannu		46.72	51.51	49.115		
	Govt. Girls Higher Secondary School Delawar Khan Domel, Bannu		67.05	80.67	73.860		

Prior 2-Year Results of Intermediate Examination)

Table 8: showing the academic performance/achievements of Intermediate level students in southern districts including Dera Ismail Khan, Tank, Lakki and Bannu of Khyber Pakhtunkhwa province

Govt. Colleges & Govt Higher S Schools	Previous results of the Intermediate Examination Session 2018(A) & 2019(A) B.I.S.E D.I. KHAN & B.I.S.E BANNU			Mean
	Percentage of the Marks with Grade	No. of Students in Government Colleges	No. of Students in Government Higher Secondary Schools	
1	80 % AND ABOVE	26	10	18.0
2	70 % and Below 80 %	55	27	41.0
3	60 % and Below 70 %	121	39	80.0
4	50 % and Below 60 %	22	79	50.5
5	40 % and Below 50 %	15	73	44.0
6	Below 40 % and Passing marks	01	12	6.5
TOTAL	240	240	240.0

Description

- All the data table #8 had shown that 26 percent students of Government Colleges while 10% students of Government Higher Secondary Schools got A-1 grade.
- In the same way 55 percent students of Government Colleges while 27% students of Government Higher Secondary Schools got A-grade.
- Similarly, the data tables show that 97 percent students of Government Colleges while 39% students of Government Higher Secondary Schools got B-grade.
- On the other hand, that 29 percent students of Government Colleges while 79% students of Government Higher Secondary Schools got C-grade for the good academic achievement.
- Results Gazette showed that 22 percent students of Government Colleges while 61% students of Government Higher Secondary Schools got D-grade.
- Total aggregate of the both Board HSSC Result Gazettes showed that 11 percent students of Government Colleges while 24% students of Government Higher Secondary Schools got E-grade for the purpose of academic achievements.

- All the tabulated and analyzed data have shown that Government Colleges performed better Academic Performance than Government Higher Secondary school of south region districts of KPK.

Findings of the Research Study

- i. It was found that there is significance difference of the two groups and resulted that quality of Intermediate Education at Government Colleges were greater than Higher Secondary Schools in Southern districts. So, it is justified that Govt. colleges were performing significantly better than Govt. higher secondary schools (See Table .1).
- ii. Similarly, analysis and interpretation are based on the fact that female students have high impact on their academic performance/ achievement than the male students of higher secondary schools and colleges. Female students have resulted that overall students of Girls colleges and higher secondary schools got higher academic achievement/performance than the Boys students of higher secondary schools and colleges. (See table.2)
- iii. It was also found that the mean value of the urban Colleges was greater than mean value of the rural Colleges. Therefore, the resulted value had shown that the urban Colleges performing significantly better than the rural Colleges at intermediate level. (See table.3-a)
- iv. Similarly, the mean value of quality education at the intermediate level in urban areas of Southern districts of higher secondary schools was greater than in rural areas of higher secondary schools. As a result, it was discovered that higher secondary schools in urban regions performed much better than those in rural ones in the terms of different quality indicators such as management, infrastructure, teaching-staff and curricula etc. (See table.3-b)

Conclusions

In the light of the findings of the study it is concluded from research study that students who were studying in the Govt. colleges performed with good academic performance. It was justified that quality of Intermediate Education at Government Colleges was greater than Higher Secondary Schools in Southern districts. It is also concluded from the study that the urban Colleges performing significantly better than the rural Colleges at intermediate level. Also keep in the light of findings of the given study, it is also concluded that higher secondary schools in urban regions perform much better in terms of academic performance/achievement than schools in rural areas. Overall, data analysis demonstrates that there is a considerable variation in the educational quality at the Intermediate level of Government Colleges and

Higher Secondary Schools in the Southern Districts of Khyber Pakhtunkhwa between urban and rural areas

Recommendations of study

It is necessary that it may be construct the different Books libraries, science laboratories and other physical & environmental facilities in Govt. colleges and higher secondary schools. This research study elaborated that several numbers of teachers had neither suitable educational & professional qualification nor training. So, it is recommended that Ministry of Education should make sure the occasions of adequate professional qualification and well managed training for the school & college teachers. The enrollment of students was greater in the higher secondary schools than colleges. Therefore, it is also recommended to found more and more institutions.

Suggestions / Guide Lines for Future Researchers

My present research study was conducted in the south region districts of Khyber Pakhtunkhwa province, the coming and future research scholars may be expanding this research study to whole KP province and also other provinces of the country in order to measure the academic performance and best quality of education of the students. The results of the study may be helpful for next researchers in this area and the studies conducted with different variables at different levels of education rather than college and higher secondary school of Khyber Pakhtunkhwa.

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