

A Study of Quality Enhancement Practices at Secondary School Level: A Quantitative Perspective Study

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ABSTRACT

Now- a- days the education demands a quality. The Quality of education demands influences the demands of education (Rashid, 2019). The purpose of the study was to explore the quality practices in the existing situation at secondary level school in district Lahore. The objectives of the current research study were: (1) To investigate the attitude of teachers toward quality management practices at secondary level. (2) To identify the factors involved in quality management practices in public and private sector. (3) To compare quality management practices in public and private sectors. The study was descriptive in nature. Moreover, it was a survey type which tried to identify the factors of quality management practices in public and privates' schools. within the recent decades, eight pleasant management standards were formed to assist determine the proper things to do and why they're finished. Simple random sampling technique was used for sampling; 150 teachers were selected as sample. Self-developed questionnaire was used for collection of data. For the analysis of data, percentage, mean and standard deviation were used. The suggestion given by the participants that there is a more need to improve this existing practices of quality. Discussions, conclusions and recommendations were drawn in the light of analysis of the data.

Introduction

Education is the key to win everything in life. The More demanding situation of education is now-a-days is the quality. So the level of education is totally depending on the quality of education. The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. the act or process of imparting or acquiring particular knowledge or skills, as for a profession. (Nelson, 2019). The quality defines as the “the standard of something as measured against others things that have the same or the similar characteristics is called quality”. It is a good attribute that distinguish the things from other similar and the common thing (Mandela, 2022).

The quality enhancement ‘is a process of augmentation or improvement’. It has two strands: first it is the ‘enhancement of individual learners; the augmentation or improvement of learners’ attributes, knowledge, ability, skills and potential.’ Second, it is ‘the improvement in the quality of an institution or programme of study. (Aadil, 2021). As we can see the 21th century curriculum, the quality of education demands is very high. The international competition required that the education should be according to the digital, flipped classroom and according to should be more modernize (Ostrom, 2019).

The quality enhancement focus on students’ learning as an aspect of institutional quality management that is designed to secure, in the context of the constraints within which individual institutions operate, steady, reliable and demonstrable improvements in the quality of learning opportunities. The quality comprises the good fir in the situation and according to the demands. The quality education is highly required at the higher level of education, but when we can see the different gaps in the secondary and higher secondary level so there is a need to improve that level of quality education. (Yousuf, 2021).

Quality Assurance in education plays a pivotal role in ensuring the consistent delivery of high-quality education and fostering continuous improvement in academic institutions. As upcoming then single national curriculum has also demands for the single curriculum at all level in all provinces. So the quality of every level of education in Pakistan is very important different. (Ward, 2019). The quality of anything required that the thing is fitness for use/purpose. The component is said to possess good quality if it works well in the equipment for which it is meant. In other words, the product should be suitable for the intended use/purpose. Thus it is defined as fitness for purpose. (Carson, 2021)

The quality assurance involves conducting rigorous assessments of QECs' performance against the assigned annual targets. These assessments aim to evaluate the effectiveness of QECs in driving quality enhancement initiatives. The evaluation process involves reviewing documentation, analyzing data, and conducting site visits to gain comprehensive insights into each institution's progress. (Elassy,2021).The quality comprises to the conformance to requirements that we want to get. It is the ability of the material/component to perform satisfactorily in the application for which it is intended by the user. Quality of a product, thus, means conformance to customer's requirements (Zou, & Palle, 2021).

The evidence-based planning, practice and quality enhancement further develop, universities and their communities are seeking more sophisticated ways of focusing, collecting and using data on education. Greater emphasis is being placed on ensuring the conceptual and empirical validity, methodological rigour, and effective use, of the information that is used to shape educational development. This is generally called quality characteristics (Knowles, 2021).

It is observed that almost all the national universities, have similar scheme of studies for respective degree programs with minor variations, thanks to the information sharing in the age of IT. But the quality of outgoing graduates from these universities is conspicuously variant. We need to accept, that most of the universities here do not meet the international quality criteria. It is this dismal state of affairs, where most of our efforts needs to be focused. This is the only way to achieve value addition, international competitiveness and consequently, socio-economic up gradation. Seemingly, this idea became the founding stone of the Quality Assurance Agency (QAA), formed by the HEC. It has evolved well organized policies with quantifiable parameters of quality, required to enhance the educational standards in Higher Education. QAA is leading this movement for assuring and enhancing Quality of Higher Education in the country framing requisite policies and programs. (Knowles, 2021).

The quality means degree of excellence. It is a measure of a degree of excellence at a suitable price and control of variability at a suitable cost. this is often a Value-based definition (Abdullah, 2022). The quality is the degree of preference. It is the degree to which a particular product is preferred over competing products of similar grade, supported comparative test by customers, normally called as customer's preference. (Witek, & Kvernbekk, 2021). The quality measures of the fulfillment of promises. The Quality of a product may be a measure of the fulfillment of the guarantees made to the

purchasers/users. The quality assessment means to assess the quality standard (Mery,2021).

The study about the quality education was to explore the level of quality education in institutions. The quality education, assessment, quality assurance, quality enhancement and quality enhancement practices, and quality measuring standards and what is the total quality management practices. (Tam, 2009). A quality improvement (QI) strategy is an approach to change. It provides a framework and tools to plan, organize, and then to monitor, sustain, and spread the changes that data show are improvements. (Ali, 2015). Quality Enhancement Practice focuses on macro-level institutional strategy. The practice is complemented by more in-depth portfolio and technology services and a separate risk-management practice to address your advisory needs in these areas (Akhtar, 2017). Determine and prioritize potential areas for improvement. You will need to identify and understand the ways in which your practice could improve. Collect and analyze data. Data collection and analysis lie at the heart of quality improvement (Alstete, 2020). The purpose of the research was to identify the existing quality enhancement practices at secondary level in public and private schools. Furthermore, the study comprised the comparison of public school and private school, and aims were to check the quality enhancement practices and quality education at secondary school level in Lahore City.

Statement of Problem

The title of the study “The quality enhancement practices at secondary level in Lahore city”. This study was conducted in 2021 at Secondary level schools of public and private level.

Objectives of the Study

This research points out the influence of school leadership on student consequences. The main aims of the research are as given below:

- 1- To find out the attitude of teachers toward quality management practices at secondary level.
- 2- To identify the factors involved in quality enhancement practices in public sector and private sector.
- 3- To compare the quality management practices in public and private sectors.

Research Questions

Following research questions were made to address the objectives.

- 1- What is the attitude of teachers toward quality management practices at secondary level?

- 2- What are the factors involved in quality enhancement practices in public sector and private sector?
- 3- What is the comparison of the quality enhancement practices in public and private sectors?

Significance of the Study

This study was conducted at the secondary level schools which was situated in Lahore city, and at the year 2021. At this present condition of the education quality wise very low. So the present student will be vital for head teachers, teachers, school management, policy makers, trainer's and for all the stake holders who make policies for education sector and finding can be integrated for better teaching styles. Through present study the Head teachers and teachers can improve the quality of education at their existing schools and existing situation of education in schools.

Delimitations of the Study

The current study was delimited to the following grounds.

This study does comprise of the comparison of the public and private sector schools that were situated in Lahore. It was also the comparison of public and private and the level was secondary. Only the data was collected by teachers. So the delimitations were as under.

- 1- Only City Lahore
- 2- Only secondary school teachers
- 3- Only Secondary school level

Limitations of the Study

Researcher had to face some limitations like, some teachers are irresponsible in behavior as they were not willing to provide information to the investigator and also hesitant to enter and to conduct the test in the class. Teachers were not interested to fulfill the questionnaire completely as well.

Procedure of the Study

The following stages are taken in the present study to achieve the above listed objectives:

1. Introduction of teacher's attitude regarding quality management practices
2. Review of teacher's attitude about school's physical facilities and infrastructure
3. Selection of study region and data collection
4. Pilot testing.
5. Presentation of collected data.

6. Descriptive analysis (Mean, percentage and frequency).
7. Inferential Analysis (t-test)

Operational Definition of Terms

- **Quality**

The standard of something as restrained against other things of a similar kind; the degree of superiority of something.

- **Quality Management**

Quality management is the act of superintending all activities and tasks that must be proficient to uphold a desired level of brilliance. This includes the willpower of a quality policy, creating and applying quality preparation and pledge, and excellence control and quality development.

- **Quality Enhancement Practices**

Quality Enhancement can be defined as the procedures by which a teaching provider methodically expands the quality of providing and the ways in which students' knowledge is stayed.

Review of Related Literature

Education systems were already failing our children even before the pandemic. The critical need everywhere in the world is for education to prepare students to lead successful, fulfilling lives. In today's world, this means providing them with relevant educational experiences that nurture their passions, problem-solving abilities, and higher level thinking skills, including critical thinking and creativity. The best solutions involve teachers, students, schools, and whole communities. (Human, 2021).

Education is the most commanding defense and ultimate strength in the life of manhood. It productions a vital part in starting the destiny of a person and the forthcoming of manhood. It delivers risks to get familiarity and capabilities to purpose in international atmosphere. The informative regular of teaching is a straight importance of the superiority of educators and instruction means used by them. (Young, 2021).

The existing schooling system of Pakistan has totally unsuccessful to let the early group know, the reason is to why Pakistan came into presence and what the object behind the measure for Pakistan. So the result of messiness in filtering that the education system is plain in every piece of the life. The present situation of the people in control can easily be held responsible for this failing condition. In Pakistan education system, the secondary stage is the very crucial stage, at this stage the curriculum and co-curriculum plays a very vital role to overcome the deficiencies of the students. At this stage the quality of education matters the things and facilities which are provided to the students at this level. Quality education matters when the facilities of education are provided to the students at secondary level. The secondary level

is the most vital stage which demands the initiative learning. The quality of education at this stage demands the all physical and infrastructure facilities that are provided for the students. The quality of education explains the quality of curriculum, co-curriculum, which are used at the secondary level in secondary stage.

In Pakistani universities there is a need to improve the quality of education in institutions at higher level in Pakistan. QEC is performing the responsibility for promoting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded, for the review of quality standards and the quality of teaching and learning in each subject area, for the review of academic affiliations with other institutions in terms of effective management of standards and quality of programs, for defining clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employees to know as to what they could expect from candidates. out the attributes and abilities that can be expected from the holder of a qualification i.e. Bachelors, Bachelor with Honors, Master's, and Doctoral, to develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program, to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities, to ensure that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education, Coordination with Quality Assurance Agency of HEC for guidance and help on all matters related to Quality Assurance.

Capacity building of its team through HEC training programs. The quality of textbooks, quality of classroom, buildings, play grounds, labs, computers, internet facility, furniture, different multimedia facilities, The reasons of quality of education are Deprived Quality of Curriculum and co-curriculum, biased procedure of selection of faculty members, wrong method of teachers promotion and their incentives procedures, poor and shortage of school, administration staff and poor administration of schools, wrong assessment methods, too much political interference in school matters, short health facilities in schools, no arrangement of medical aids, less availability of teachers leave, less and shortage of modern technology and digital teaching, lack of monitoring and lack of Financial Support. (Nation, 2021)

Research Design

The design used for the research was quantitative research methods. Quantitative research study was to be conducted by using descriptive

methods. Quantitative research methods of data collection were made through one questionnaires (one for teachers) having 32 items on five points Likert scale.

Population and sample of the study

The survey population consists of all the male and female teachers at teaching at the secondary public and private schools in District Lahore. In this investigation convenience sampling as a sampling technique has been used. Our objective was to obtain demographic data of teachers to determine the view of respondents about the quality enhancement practices, factors of quality improvement and comparison of the public and private. Hence a sample of 150 teachers (70 males and 80 females) due to availability and time was selected.

Research Instrument

There were the one questionnaires used in this research. One questionnaire is developed for the responses of Teachers that consist of 32 items that measured the quality practices and factors of quality.

Validation of Research Instrument

For the insurance of the validation of Instrument, investigator checked tool to five professors and made changes where required according to the given advice. The changed test was again presented to prescribe professors to satisfy them for making the changes that they advised to the investigator to change and proofed the test items right.

For this determination of reliability i took a sample of 30 teachers that was not the part of the actual sample. After the method of pre-testing i came to know about the problems of the questionnaire since there were several questions that did not work. So i have accepted and have improved some of these questions in such a way that worked next time. Finally, 32 questions for teachers were include in this study.

Reliability of the Instrument

After pretesting, the researcher used to assess the reliability of test items. Researcher used item to analyze the data obtained from pilot testing and find out the reliability of each item. The items were having reliability higher than 0.87.

Data Collection

After pretesting the succeeding step was data collection. The data was collected in 4 weeks. Face-to-face technique was used for data collecting

possession in mind the trouble of locating the people after giving them the questionnaire. So it was the finest way to give questionnaire to the respondents and be there for a while until the respondents fill and give it back.

Table 1

Narrative of the Study on the Basis of sector of school

sector	Frequency	Percentage
Public	40	50.0
Private	40	50.0

Table 1 shows that 50% respondents' sector were public and 50% respondents' sector were private in the sample size.

Description Analysis

Table 2

Description of Frequency, Percentage, Mean and S.D

Sr#	Statement	%	Mean(SD)
1.	Teachers' attitude helps in improving the quality of management practices	63	3.62(1.45)
2.	Teachers' attitude helps in the inspection of the environment of school	55	3.49(1.19)
3.	Teacher sacrifices his\her interest in the best interest of the school and its Environment	54	3.36(1.22)
4.	Teachers keep the students present with the use of friendly language in order to make the system run smoothly	61	3.6(1.07)
5.	Teachers educate the staff and student to keep the school neat and clean	75	3.99(0.1)
6.	Teachers suggest for the installation of equipment and machinery which seems user friendly	67	3.66(1.24)
7.	Teachers are found to be acting positively to make the school processes go comfortable	70	3.85(0.98)
8.	Bringing civic sense in practice may be attributed to the teachers	74	3.84(1.16)
9.	Learning with equal contribution may be attributed to the teacher's role in sustenance and operation of good learning environment	73	3.89(1.08)
10.	Private sector teachers transform the students better than those of public sectors schools	68	3.92(1.17)

Sr#	Statement	%	Mean(SD)
11.	Human principles are found to be followed more in private sectors	62	3.65(1.32)
12.	Management techniques make the environment smooth in a school	63	3.61(1.1)
13.	School management practices help in the transformation of students and their society	69	3.82(1.12)
14.	School management practices contribute toward ensuring better academic environment	73	3.87(1.04)
15.	Better standard at school adds toward better living standard in the society	78	4.18(0.97)
16.	Practices at school make the people patient in their life processes	77	3.94(1.05)
17.	Teachers are found bias free with the Students	72	3.76(1.07)
18.	Teachers' welcoming behavior make the students move successfully in the society	71	3.91(0.94)
19.	Following rules and regulations at school reduces crime rate in the society	72	3.93(1.12)
20.	Environment of the school develops the habit of law obedience among general public	82	4.1(1.03)
21.	Factors involved in quality process make teaching and learning more effective	63	3.45(1.29)
22.	Teachers do not feel stressed in following the rules and regulations of school	45	3.26(1.2)
23.	There are certain factors that call for improvement in learning practices	52	3.35(1.19)
24.	Awareness of the environment makes the student and associates of school go better	79	3.92(0.88)
25.	The decision making skills are practiced to the satisfactory level	80	4(0.86)
26.	Salary package is according to the Workload	83	4.07(0.82)
27.	Administration works to the satisfaction of stakeholders of the school	80	3.83(0.85)
28.	Parents ignore the cost of education against the standard of education	68	3.66(0.89)
29.	Parents/teachers prefer school environment due to quality of education	68	3.74(0.94)
30.	Resources and facilities are better in private sectors schools	70	3.81(1.09)
31.	Quality management practices are continuously revisited in school	60	3.79(1.11)

Table 2 explains that S, 1 explain that the 63% respondents' were agreed that Teachers' attitude helps in improving the quality of management practices, S2, explains that 55% respondents' were agreed that Teachers' attitude helps in the inspection of the environment of school, S3, that 54% respondents' were agreed that Teacher sacrifices his\her interest in the best interest of the school and its environment, S4, explains that 61% respondents' were agreed that Teachers keep the students present with the use of friendly language in order to make the system run smoothly, S5, explains that 75% respondents' were agreed that Teachers educate the staff and student to keep the school neat and clean, S6, that 67% respondents' were agreed that Teachers suggest for the installation of equipment and machinery which seems user friendly, S7, that 70% respondents' were agreed that Teachers are found to be acting positively to make the school processes go comfortable, S8, he results define that 74% respondents' were agreed that Bringing civic sense in practice may be attributed to the teachers, S9, presents that 73% respondents' were agreed that Learning with equal contribution may be attributed to the teachers role in sustenance and operation of good learning environment, S10, determines that 68% respondents' were agreed that Private sector teachers transform the students better than those of public sectors schools.

Table shows that S11, describes that 62% respondents' were agreed that Human principles are found to be followed more in private sectors, S12, that 63% respondents' were agreed that Management techniques make the environment smooth in a school, S13, that 69% respondents' were agreed that School management practices help in the transformation of students and their society, S14, describes that 73% respondents' were agreed that School management practices contribute toward ensuring better academic environment, S15, labels that 78% respondents' were agreed that Better standard at school adds toward better living standard in the society, S16, explains that 77% respondents' were agreed that Practices at school make the people patient in their life processes, S17, determines that 72% respondents' were agreed that Teachers are found bias free with the students, S18, describes that 71% respondents' were agreed that Teachers' welcoming behavior make the students move successfully in the society, S19, describes that 72% respondents' were agreed that rules and regulations at school reduces crime rate in the society, S20, describes that 82% respondents' were agreed that Environment of the school develops the habit of law obedience among general public, S21, presents that 63% respondents' were agreed that Factors involved in quality process make teaching and learning more effective.

S22, describes that 45% respondents' were agreed that Teachers do not feel stressed in following the rules and regulations of school, S23, defines that 52% respondents' were agreed that There are certain factors that call for improvement in learning practices, S24, indicates' that 79% respondents' were agreed that Awareness of the environment makes the student and

associates of school go better, S25, describes that 80% respondents' were agreed that The decision making skills are practiced to the satisfactory level, S26, defines that 83% respondents' were agreed that Salary package is according to the workload, S27, illustrates that 80% respondents' were agreed that Administration works to the satisfaction of stakeholders of the school, S28, explains that 68% respondents' were agreed that Parents ignore the cost of education against the standard of education, S29, explains that 68% respondents' were agreed that Parents/teachers prefer school environment due to quality of education, S30, explains that 60% respondents' were agreed that Quality management practices are continuously revisited in school, S31, explains that 60% respondents' were agreed that Quality management practices are continuously revisited in school.

Inferential Analysis

Dimension 1: *Comparison of opinion of the defendants' satisfaction' on the Foundation of public and private respondents regarding attitude towards environment and quality management practices at secondary level.*

Table 3

Analysis of t-test (N=80)

Sector	N	Mean	t	df	p-value.
Public sector	40	35.02	-3.317	78	.276
Private Sector	40	40.02			

Table 3 presents that t-value (-3.317) is not significance ($p = .276$) at 0.05 level of significant. Therefore, it is concluded that there is no significance difference between perception of public and private respondents' responds' respect to attitude towards environment and quality management practices at secondary level.

Dimension 2: *Comparison of opinion of the defendants' satisfaction' on the Foundation of public and private respondents regarding practice of quality management.*

Table 4

Analysis of t-test

Sector	N	Mean	t	df	p-value
Public sector	40	37.00	-2.476	78	.001
Private Sector	40	40.05			

Table 4 presents that t-value (-2.476) is significance ($p = .001$) at 0.05 level of significant. Therefore, it is decided there is significance difference between

perception of public and private respondents' responds' respect to practice of quality management.

Dimension 3: *Comparison of opinion of the defendants' satisfaction' on the Foundation of public and private respondents regarding factors involved in the quality*

Table 5

Analysis of t-test

Sector	N	Mean	Sig.	t	df
Public sector	40	30.50	.358	1.740	78
Private Sector	40	28.60			

Table 5 presents that t-value (1.740) is not significance ($p = .358$) at 0.05 level of significant. Therefore, it is decided there is no significance difference between perception of public and private respondents' responds respect to factors involved in the quality.

Dimension 4: *Comparison of opinion of the defendants' satisfaction' on the Foundation of public and private respondents regarding to compare the environment and quality management practices in public and private sector.*

Table 6

Analysis of t-test

Sector	N	Mean	Sig.	t	df
Public sector	40	11.10	.846	-1.007	78
Private Sector	40	11.58			

Table 6 presents that t-value (-1.007) is not significance ($p = .846$) at 0.05 level of significant. Therefore, it is decided there is no significance difference between perception of public and private respondents' responds' respect to compare the environment and quality management practices in public and private sector.

Findings and conclusion

The findings of the study reveal several key insights regarding the role of teachers and the impact of management practices on school environments. A significant 63% of respondents agreed that the attitude of teachers plays a crucial role in enhancing the quality of management practices within educational institutions. This underscores the importance of a positive and proactive approach from

educators in shaping the overall functioning of schools. Moreover, 55% of participants acknowledged the role of teachers' attitudes in facilitating the inspection and evaluation of the school environment. This suggests that teachers' perspectives and behaviors can contribute to maintaining a conducive and productive atmosphere for learning. Interestingly, a substantial 54% of respondents agreed that teachers often make sacrifices in their personal interests for the betterment of the school and its environment. This selflessness emphasizes the dedication that many teachers have towards their students and the broader educational community. Another notable finding is that 61% of participants recognized the significance of teachers' use of friendly language in keeping students engaged and present. This highlights the importance of effective communication in classroom management and student involvement.

Furthermore, the study indicated that teachers play a pivotal role in promoting cleanliness, with 75% of respondents agreeing that educators educate both staff and students about the importance of maintaining a neat and clean school environment. The findings also point towards the constructive influence of teachers in suggesting user-friendly equipment and machinery, with 67% of participants supporting this notion. This reflects the proactive involvement of teachers in enhancing the overall learning experience. Respondents also acknowledged the positive impact of teachers' actions on the comfort level of school processes, with 70% agreeing that teachers actively contribute to smoother school operations. Civic sense and ethical behavior were attributed to teachers by 74% of respondents, suggesting that teachers play a key role in instilling responsible citizenship values in students. The role of teachers in creating an equitable learning environment received significant recognition, with 73% of respondents agreeing that teachers contribute to equal learning opportunities for all students. Interestingly, the study also observed that 68% of participants believed that private sector teachers are more effective in transforming students compared to their public sector counterparts. The influence of human principles was found to be more pronounced in private schools, as agreed upon by 62% of respondents, indicating a potential distinction in values between different types of educational institutions.

In conclusion, the findings of the study demonstrate the multifaceted impact of teachers and management practices on schools. The results underscore the need to recognize and nurture teachers' positive attitudes and actions, as they play a central role in shaping the overall educational environment and experiences of students. The present study reveals that the quality education explored the level of quality education in institutions. In public and private institutes there is quality management practices are working. The quality education assessed the quality of education according to quality management and quality assurance standards. The institutes are working on quality assurance and quality enhancement practices. The institutes still working on applying of quality measuring standards and it is the total quality management practices. The present study shows that the there is

more need to improve on curriculum and existing facilities for the intuitions at secondary level.

After conclusion of this research there is a little gap between the finds of the study and the literature. The Quality enhancement are working at higher level. There is need

Recommendations

Following recommendations were suggested for improvement.

1. Investigate may be conduct on identifying the factors intricate in environment and quality management practices at secondary level.
2. Explore may be conducted on roll of teachers involved quality management Practices.
3. It is recommended that teachers should focus on that environment and implement of quality management according to need of society.
4. It is recommended that government conduct seminars and workshop for teachers to aware the objective environment or quality management practices.
5. It is recommended that teachers should supervise environment & quality management according to nature of subject.

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