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Stakeholders' Perceptions' regarding Quality of Education at Primary Level in District Bahawalpur

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ABSTRACT

The enhancement of the quality of educational instruction within schools constitutes a fundamental component of any educational framework, and the involvement of various stakeholders is pivotal in realizing this objective. The purpose of this research study was to explore the perception of stakeholders regarding Quality of Education at the Primary level in District Bahawalpur. A descriptive design was utilized by the researcher to scrutinize and deliberate on the indicators of school quality and the viewpoints of school stakeholders. The perception of stakeholders was assessed through input gathered from 60 primary school teachers, 20 head teachers, 100 parents, 100 SMC members, and 3 government officials affiliated with primary school education in District Bahawalpur, Punjab, Pakistan. The data collected were subjected to analysis using SPSS. The findings emphasize the complex nature of quality of school education. Teachers, head teachers, SMC members, parents, and government officials view these indicators as fundamental yardsticks to determine the quality of school education. This highlights the imperative need for improvements to attain a superior quality of education. This analysis provides a thorough comprehension of the viewpoints held by stakeholders and establishes a basis for proposing policy measures designed to improve primary education.

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1. Introduction

Quality education is essential for the development and growth of any society. It not only benefits individuals by providing them with the knowledge and skills necessary to succeed, but it also contributes to the overall progress and well-being of communities and nations (Bulathwela, Perez-Ortiz, Novak, Yilmaz, & Shawe-Taylor, 2021). Quality school education plays a pivotal role in the advancement of a nation, with the goal of cultivating individuals who are well-rounded and capable of making positive contributions to society. A broader view of quality, both within and beyond achievement, is more likely to reflect the values and preferences of different groups. Across the globe, there have been widespread initiatives to promote quality education, exemplified by countries like Sierra Leone which have made free quality school education a top priority for national progress. Central to the concept of quality education is the emphasis on establishing a conducive teaching and learning environment, nurturing mutual respect and trust

between students and teachers, and actively engaging students in the educational process. Quality of education at primary level needs to be improved because this provides a strong foundation to the secondary and higher education as well quality of education can be accomplished if the stakeholder's role is improved. Stakeholders are parties who can be affected and/or influence in a public policy (Sihombing, Dewi, & Hutapea, 2022). Stakeholders can be involved in learning activities, for example related to consultation on the development of their students. Stakeholders play a pivotal role in guaranteeing the quality of education at the elementary level through their contributions to various facets of school management and enhancement. Educators are pivotal in delivering high-quality instruction, designing pertinent curricula, and nurturing innovative learning environments. Head teachers oversee school administration, support professional growth, and cultivate favorable learning atmospheres. Guardians, community figures, and civic groups are urged to engage in school initiatives to boost student accomplishments. Moreover, interactions between educational providers and stakeholders are crucial for enhancing educational quality, with stakeholders offering valuable insights, inquiries, and critiques. Quality control officials supervise and ensure adherence to standards, while continuous professional development for educators is imperative for improving pedagogical abilities and overall instructional quality. In essence, cooperation and communication among stakeholders are indispensable for optimizing the quality of education. In this research paper, we will analyze Stakeholders' Perceptions' regarding Quality of Education including teacher-head teachers, school management committees, parents, and government officials, in ensuring quality school education.

1.1. Stakeholders' perspective and quality school education

Stakeholder perspectives are crucial in understanding and enhancing quality school indicators, as their insights and experiences shape the educational environment. Research by Berbar, Lotfi, Berbar, and Talbi (2024) highlights the importance of leadership and participative management from school heads and administrators in Moroccan secondary schools, identifying 36 key performance indicators for school quality based on stakeholder interviews (Berbar et al., 2024). In Tanzania, Tandika (2015) emphasizes the multidimensional views of quality pre-primary education, stressing the need for furnished learning environments, well-qualified teachers, and smaller class sizes as critical indicators (Tandika, 2015). Kodrin (2020) focuses on parents as primary stakeholders, identifying dimensions of perceived educational service quality, such as environment, reliability, and responsiveness, aligning with the classical GAP Model (Kodrin, 2020). Syomwene (2018) discusses effective school indicators for curriculum implementation, highlighting the necessity of a clear mission, effective learning environments, and professional development (Syomwene, 2018). These studies collectively underscore the multifaceted nature of quality indicators, encompassing leadership, environment, teacher qualifications, and stakeholder engagement, offering a comprehensive view of what constitutes quality in education from various stakeholder perspectives.

1.2. Objectives

The purpose of this research is

1. To explore stakeholders' perspectives on the quality of primary education in District Bahawalpur.
2. To evaluate key indicators associated with the quality of education in primary schools

1.3. Research Questions

Following are the research questions of the study.

1. How do stakeholders perceive the quality of primary education in District Bahawalpur?
2. What key indicators are identified by stakeholders as essential for ensuring the quality of education in primary schools?

1.4. Significance of the Study

The significance of this study lies in its exploration of stakeholder perspectives in enhancing the quality of primary education. By examining the roles and insights of key stakeholders—teachers, head teachers, school management committees, parents, and government officials—this research aims to provide a comprehensive understanding of the factors that contribute to educational excellence. The study draws on existing literature that highlights

the importance of leadership, participative management, qualified teachers, and conducive learning environments as essential indicators of quality education. By integrating these diverse perspectives, the research seeks to identify effective strategies for improving educational outcomes at the primary level, ultimately contributing to the broader goal of national development through quality education.

2. Literature Review

Quality refers to the standard level of achievement of students. It denotes the degree of excellence in a particular subject. Performance standards typically reflect the level of accomplishment. Quality is approached in a broad sense and varies in interpretation among researchers.P. Crosby (1979) defines it as meeting requirements, while Juran and Godfrey (1999) characterize it as suitability for a specific purpose. Reeves and Bednar (1994) define quality as a form of excellence. P. B. Crosby (2005) argues that quality demands that individual performance be free of defects. Quality can be defined in different ways. For instance, quality as excellence highlights exceptional academic standards. Emphasizing fitness for service or purpose, quality underscores the performance of participants such as employees and students in achieving specified objectives and outcomes of the study. Zero flaw or error indicates a complete absence of errors in both physical resources and performance. In an educational context, this concept can be applied to the efficient use of resources and teaching skills. Viewing quality as a form of improvement, the focus is on continuous enhancement.

2.1. International perspective

As mentioned in the introduction, this paper's analysis is pertinent to a number of earlier investigations .According to Rujiah and Sa'diyah (2021) "The Role of Educational Stakehol-ders as Quality Guarantees of PAUD Schools at TKQ Baitul Izzah" was the subject of research by Rujiah and Sa'diyah. This study aims to understand the role that stakeholders play. In this instance, parents decide to send their kids to TKQ Baitul Izzah. As opposed to this work, which examines the significance of stakeholders' roles in education. Rujiah and Sa'diyah examined the role of stakeholders in early childhood education institutions using qualitative research techniques and a phenomenological approach. As opposed to this work, which makes use of library research techniques to uncover diverse notions and ideas of stakeholder urgency (Sulthani & Thoifah, 2022). Sulistyorini (2018) study focuses on the role of external stakeholders in improving the quality of education in elementary schools. The study uses qualitative research techniques and a library approach to collect data. The study summarizes the ways in which rules and formulas for education providers interact with principles and functions for stakeholders.

Tugas (2022) study aims to develop a conceptual model for quality basic education, examining how school-based management affects high involvement and stakeholder morale. The study found that both internal and external stakeholders have high morale and closely monitor school-based management practices. The study found four main effects of school-based management practices on education quality: poor quality, high involvement, low involvement, and low involvement. The study emphasizes the importance of positive working relationships between all parties involved in the education system for the primary goal of stakeholder involvement in education. A closer examination of Department of Education Leadership and Management, Du Plessis, and Mestry (2019) work indicates that intentionally increasing stakeholder involvement in schools is intended to lessen the many difficulties faced by stakeholders and schools, guaranteeing the achievement of the intended outcomes. It is sufficient to say that learning and raising students' academic performance require more than just the combined efforts of parents, teachers, and heads and SMC members and government officials. This study, which aims to investigate the effects that stakeholders' participation and quality indicators set by government in schools may have on students' academic performance and learning capacities, was therefore motivated. All parties involved in the education system are expected to have positive working relationships in the interim. This is due to the primary goal of stakeholder involvement in education.

2.2. Stakeholders' Role in Quality School Education

The role of stakeholders in ensuring quality education is paramount. Stakeholders, including teachers, students, parents, administrators, and the community, contribute to creating an environment conducive to high educational standards. This literature review aims to synthesize research on Stakeholders' Perceptions' regarding Quality of Education quality,

emphasizing the methodologies, findings, and discussions from various scholarly sources. The matter relating to Primary Education in Pakistan is indeed very serious and needs joint deliberation. This literature review attempt has been made for understanding the importance of stakeholder's participation as well as enhancement in the quality of primary schools' education system through synthesis of previous studies. Research by Kelkay and Mola (2020) highlighted that teachers' motivation significantly influences the process of quality education. This finding emphasizes the pivotal role of teachers as stakeholders in enhancing the quality of primary school education in Pakistan. Motivated teachers are more likely to deliver effective and engaging instruction, leading to improved educational outcomes for students. Rad et al. (2022) conducted a scoping review on pathways to inclusive and equitable quality early childhood education for achieving Sustainable Development Goal 4 (SDG4). Their findings stressed the importance of a holistic approach to education, involving collaboration among stakeholders to create an inclusive and equitable learning environment for young children.

Mahmood, Sabir, and Ali (2020) explored the perception of stakeholders in infrastructure projects, particularly in the context of sustainable development. While the focus was not on education specifically, understanding stakeholders' perceptions and involvement in infrastructure projects can provide valuable insights into the broader societal and developmental factors that impact the quality of primary school education in Pakistan. Afnan, Muhammad, Khan, Lee, Imran, and Sajjad (2021) explored augmented reality's effectiveness in primary school education, highlighting the need for stakeholders like educators, policymakers, and technology providers. Albulescu, Labar, Manea, and Stan (2023) explored the mediating role of parenting styles and academic performance in sustainable education. The research emphasizes the crucial role of parents in influencing the academic performance of primary school students, emphasizing the necessity for inclusive stakeholder involvement. While the focus of the study by Abbass, Asif, Niazi, Qazi, Basit, and Al-Muwaffaq Ahmed (2022) was on higher business education, the findings can provide insights into the broader enablers of quality enhancement in the education sector. Understanding the interaction among these enablers is crucial for identifying strategies that can be applied to enhance the quality of primary school education in Pakistan.

In conclusion, the literature review has highlighted the multifaceted role of stakeholders in enhancing the quality of school education at the primary level in Pakistan. Teachers, parents, policymakers, and infrastructure developers all play crucial roles in shaping the educational landscape. The literature reveals a significant gap in understanding the collective impact of stakeholder collaboration on enhancing primary education quality in Pakistan. While existing studies highlight the roles of parents, educators, administrators, and the community, there is limited exploration of how their combined efforts influence educational outcomes. Crucially, there is a lack of comprehensive research that examines the integrated contributions of all stakeholders and their direct effects on educational excellence in Pakistan. Future research should address this gap by investigating the cumulative impact of stakeholder cooperation on primary education quality, identifying effective strategies for fostering collaboration, and evaluating the effects on student performance and overall educational standards.

3. Methodology

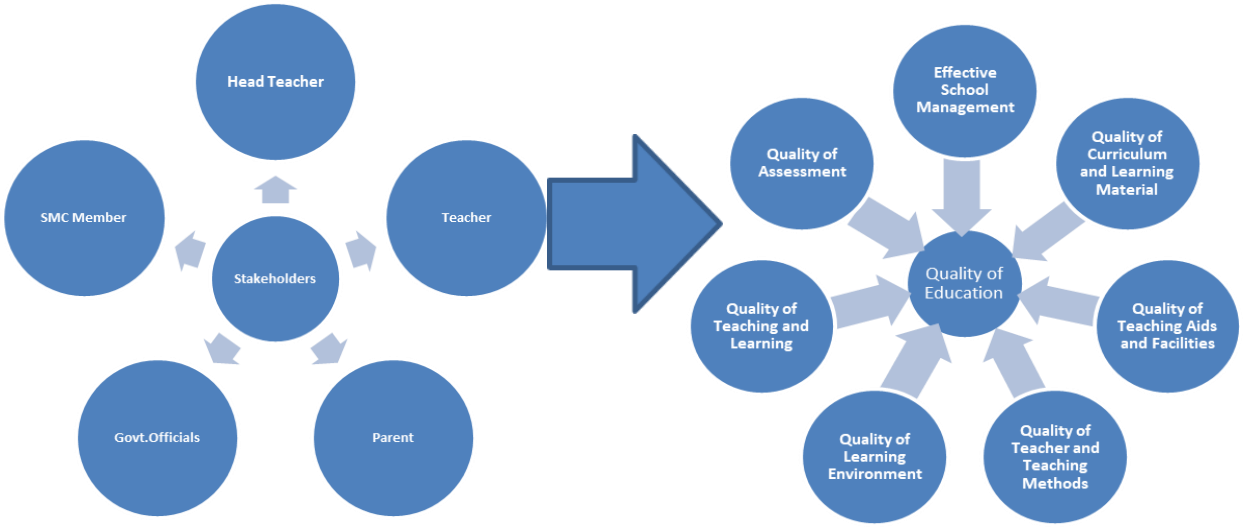
The study used a descriptive research design to explore the perceptions of stakeholders in enhancing quality of education at primary level in district Bahawalpur. The study's sampling strategy is random, and the sample consists of twenty primary schools in the same district. The study's data collection methods included well proposed questionnaire. The study's data analysis method was descriptive one sample t test analysis.

3.1. Conceptual Framework

The conceptual framework on the perceptions of stakeholders in enhancing quality of education at primary level in district Bahawalpur. The quality of primary education is influenced by five key stakeholders: head teachers, teachers, School Management Committee (SMC) members, parents, and government officials. Head teachers manage school resources and support teachers, directly impacting educational outcomes. Teachers implement the curriculum and teaching methods, shaping student learning experiences. SMC members represent the community in school decisions, ensuring local needs are met. Parents reinforce learning at home and their involvement is crucial for student success. Government officials set educational standards and provide funding, creating the broader framework within which schools operate.

The combined perceptions and actions of these stakeholders determine the quality of primary education. The process of quality education through stakeholders was presented in following diagram in following figure 1.

Figure 1: Conceptual Framework (Constructed by author)



3.2. Population

The population of this quantitative research study on the Stakeholders' perceptions' regarding quality of education at primary level in district Bahawalpur are the stakeholders i.e. Head teachers, teachers, SMC Members, parents and Govt. officials of schools. These stakeholders are responsible for improving quality of education in their respective schools and have a significant impact on the learning outcomes of students. The study aims to explore the perceptions of stakeholders in enhancing quality of education at primary level. The sample size for the study was twenty primary school stakeholders which were randomly selected. The study used a random sampling technique to select participants who can provide rich and detailed data on the research topic.

3.3. Sampling

The study's sample consists of five stakeholders (Head teachers, teachers, SMC Members, parents and Govt. officials) of twenty primary schools from different schools in the same district. The sampling strategy is random, and the participants were selected based on their role as a stakeholders in improving educational quality at school level.

3.4. Data collection

The data collection process for this quantitative research study on the Stakeholders' perceptions' regarding quality of education at primary level in district Bahawalpur. The study used a random sampling technique to select twenty school stakeholders at the primary level. The quantitative survey is being conducted. The reason for surveying only teachers, heads, SMC members, parents, and government officials was because these stakeholders have one of the most crucial roles in enhancing the quality of education in schools. The survey used Likert scales from strongly disagree to strongly agree. The survey questions were developed in line with the Quality Framework and piloted to ensure validity (Golafshani, 2003).

Table 1: Population and sample of study

Independent variable	Dependent variable (Quality of Education)	Sample size
Head		20
Teacher		60
SMC		100
Parents		100
Government Officials		3
Total		283

The table shows a sample of 283 individuals distributed among five categories impacting the quality of education: 20school heads, 60 teachers, 100 School Management Committee members, 100 parents, and 3 government officials. This diverse sample aims to provide a comprehensive view of the different factors influencing educational quality, incorporating insights from school leadership, educators, management committees, parents, and policymakers.

3.5. Formulation of Questionnaire

Five-point Likert type questionnaire ranging from '1' indicating strongly disagree to '5' indicating strongly agree was prepared for the current research. The questionnaire sent to different experts for validation. Experts suggested different types of modifications in these questionnaire. In the light of these opinions 35 questions were selected out of 65 of quality school indicators.

3.5.1. Validation of Questionnaire

Validity of the questionnaire was determined through pilot study. The questionnaire was sent to experts of education to check the content validity. In the light of the opinions of the experts the tool was improved. There were no major changes except minor mistakes.

3.5.2. Finalization of Questionnaire

After determining the content validity tool was finalized. There were 65 questions initially but after the opinions of the experts' 35 questions for school stakeholders were finalized for data collection.

3.6. Data Analysis

Data collected through questionnaires were prearranged, tabulated and analyzed through SPSS by using one sample statistics. Mean score, standard deviation, significant value was calculated against each statement carefully in order to find the significance difference among the opinions of different categories of the respondents. Consequently, tables were generated for further interpretation and analysis of the data.

3.6.1. Data interpretation and Analysis

Data interpretation and analysis was performed through tables generated from each category of the respondents.

Table 2: Stakeholders' Perceptions' regarding Quality of Education at Primary Level in District Bahawalpur

Statement	Teacher			Head Teacher			SMC Member			Parents			Govt. Officials			sig
Effective School Management	**N**	**M**	**SD**	**N**	**M**	**SD**	**N**	**M**	**SD**	**N**	**M**	**SD**	**N**	**M**	**SD**	
School management provides sufficient Physical facilities like classrooms, A/V teaching aids and a proper learning environment.	60	6.00	.000[a]	20	3.90	1.252	100	3.75	1.029	100	3.73	1.043	3	4.67	.577	.000
School management provides a good environment and facilities for co-curricular activities	60	3.70	1.183	20	3.15	.933	100	3.75	1.029	100	3.73	1.043	3	4.33	.577	.000
The school management has regular counselling with the School Management Committee.	60	2.60	1.224	20	2.10	.912	100	2.62	1.204	100	3.43	1.200	3	2.67	1.528	.000
The school provides	60	2.65	.917	20	2.75	.967	100	2.65	1.321	100	2.68	1.317	3	4.00	.000[a]	.000

sufficient opportunities for teachers to engage in management.																
Teachers are encouraged to contribute in decision making about the quality of school.	60	2.57	1.047	20	2.55	1.146	100	2.75	1.114	100	2.65	1.184	3	4.67	.577	.000
Curriculum contents ensure the acquisition of basic skills and knowledge of that grade	60	2.55	1.096	20	3.25	.967	100	2.59	1.102	100	2.57	1.094	3	2.67	1.155	.000
The curriculum provides relevant, accurate and updated knowledge	60	3.10	1.053	20	2.75	.851	100	3.10	1.059	100	3.10	1.059	3	3.33	1.155	.000
Curriculum develops positive attitudes towards fellow human beings	60	3.15	.936	20	3.05	.887	100	3.22	.991	100	3.32	1.145	3	3.33	1.155	.000
Curriculum contents provide opportunities for practical learning experiences.	60	2.97	.974	20	2.85	.988	100	3.24	1.036	100	3.24	1.036	3	2.67	1.528	.000
Teaching materials are free from gender, ethnic, religious, sectarian, geographical, cultural, and occupational biases.	60	2.93	1.023	20	2.90	1.021	100	2.96	1.024	100	3.31	1.098	3	4.00	.000[a]	.000
Teaching aids and materials support curriculum objectives for each grade level.	60	3.12	1.010	20	3.25	1.209	100	3.12	1.008	100	3.95	5.048	3	3.00	1.732	.000
Learning content includes a variety of instructional materials (videos and presentations)	60	3.13	1.112	20	3.15	1.226	100	3.14	1.101	100	3.14	1.101	3	2.33	1.528	.000
Teachers find A/V aids supportive in implementing different teaching approaches.	60	3.17	1.264	20	3.50	1.192	100	3.22	1.244	100	3.54	.904	3	3.33	1.155	.000
learning material Supports inquiry-based learning	60	3.30	1.197	20	3.35	1.182	100	3.29	1.200	100	3.30	.823	3	4.33	.577	.000
Learning aids present an appropriate number of child-friendly and appealing visual elements	60	3.30	1.169	20	3.60	1.188	100	3.31	1.161	100	3.31	1.161	3	4.67	.577	.000

Teachers are well qualified and trained	60	3.93	.936	20	4.40	.503	100	3.93	.935	100	3.14	1.128	3	2.67	2.082	.000
Teachers are open to adopting new teaching methods.	60	4.38	.613	20	3.75	1.118	100	4.18	.632	100	4.38	.632	3	4.33	.577	.000
Teachers use lesson plans that align with educational objectives.	60	3.82	1.157	20	3.55	.945	100	3.24	1.143	100	3.84	1.143	3	2.33	1.528	.000
Teachers are capable of promoting the overall development of student	60	3.65	1.039	20	3.20	1.105	100	3.72	1.020	100	3.70	1.020	3	4.33	.577	.000
Teachers and their methodology help develop the diverse talents of all students	60	4.18	.431	20	3.60	.821	100	2.73	3.055	100	2.73	3.055	3	3.67	1.528	.000
Provision Of basic Infrastructure for school is available	60	3.50	1.033	20	3.20	1.281	100	3.50	1.030	100	3.50	1.030	3	2.67	1.155	.000
The required number of teachers working in the school	60	3.13	1.142	20	3.00	1.026	100	3.12	1.140	100	3.12	1.140	3	2.67	1.155	.000
Facilities for learning in the school are sufficient and used effectively.	60	2.80	.935	20	2.25	.967	100	2.77	.930	100	2.77	.930	3	3.67	.577	.000
Learning facilities are adequate in the school (computers and fieldwork facilities).	60	2.17	.785	20	2.50	1.318	100	2.16	.775	100	2.16	.775	3	2.33	1.528	.000
Students have access to digital libraries in the school.	60	2.17	.785	20	2.25	.967	100	2.15	.783	100	2.15	.783	3	2.33	1.528	.000
Different instructional technologies are available and used during the teaching-learning Process	60	2.70	1.062	20	3.10	1.294	100	2.72	1.035	100	2.67	1.035	3	3.67	1.528	.000
Student-cantered teaching techniques are generally used in the teaching learning process.	60	2.53	1.186	20	3.20	1.281	100	2.57	1.159	100	2.51	1.159	3	2.67	2.082	.000
Teaching-learning process of the teacher help promote the diverse talents of all students	60	2.98	1.172	20	3.10	1.021	100	2.67	1.159	100	2.97	1.159	3	3.67	1.528	.000
Teaching-learning process of the teacher focuses																

more on developing practical life skills in students.	60	2.88	1.121	20	3.20	.951	100	2.40	1.142	100	2.90	1.142	3	3.33	1.155	.000
The assessment process is standardized to ensure uniformity across examinations.	60	3.03	1.041	20	3.20	.951	100	3.05	1.058	100	3.05	1.058	3	3.33	1.155	.000
Assessments accurately measure the knowledge and skills outlined in the national curriculum.	60	3.05	.964	20	3.10	1.119	100	3.27	.967	100	3.07	.967	3	3.33	1.155	.000
Appropriate use of ICT is employed to ensure efficiency in assessment processes.	60	2.75	1.099	20	2.30	.657	100	2.36	5.246	100	2.77	4.442	3	2.67	1.155	.000
Stakeholders have confidence in the integrity of the assessment system.	60	2.58	1.030	20	3.60	.995	100	2.61	1.072	100	2.61	1.072	3	2.00	.000[a]	.000
The assessment tools effectively measure different cognitive levels of the curriculum.	60	3.02	1.033	20	2.95	.826	100	3.07	1.066	100	3.07	1.066	3	2.67	1.155	.000

4. Result and discussion

4.1. Primary school teachers.

The outcomes of the one-sample test pertaining to various facets of education unveil noteworthy distinctions between the observed means and the test value (assumed population mean). The consistently low p-values suggest that these disparities hold statistical significance across all the measured elements. Specifically, Mean score values exceeding M>3 in the table point towards effective school management, encompassing guidelines for scheduling exams and lessons, adequate physical amenities and classroom instruction. This denotes a commendable standard of quality in school education and holds importance. Conversely, a mean value of M <3 implies a focus on providing a conducive environment and facilities for extracurricular activities, regular interactions with the school management committee, involvement of teachers in management duties, formulation and execution of school policies through consultations, and encouragement for teachers to participate in decision-making, falling short of the desired standard in effective school management as perceived by primary school educators. The mean score values within the table ranged from M (2.53 to 3.15), indicating a moderate quality in curriculum and educational materials, along with subpar standards of school education quality according to primary school teachers, which moderately impacts the overall quality of education. Conversely, mean scores reflecting desirable standards in teaching aids and facilities, with substandard exceeding the mean M>3, signify a high quality level in primary school education. The analysis indicates mean score values in the range of 3.50 to 4.38 concerning the quality of teachers and teaching methodologies, signifying a substantial and encouraging enhancement in these aspects. Mean score values surpassing M>3 regarding the provision of fundamental infrastructure and the number of teachers employed in the school demonstrate positive outcomes, whereas scores below M 3 indicate inadequate utilization of facilities, limited access to computers and fieldwork resources, availability of digital libraries, classroom environments tailored to student needs and interests, which are less impactful on the quality of school education. Scores falling below M<3 denote a less encouraging level of teaching and learning

quality. Mean values exceeding M>3 represent effective evaluation of various cognitive levels, assessments aligned with Student Learning Outcomes (SLOs), accurate and standardized assessment systems meeting desirable quality standards, while values above M>3 indicate lower stakeholder confidence in the assessment system, insufficient utilization of Information and Communication Technologies (ICTs), and measures different cognitive level of students within the assessment framework.

4.2. Primary School Head Teachers

The mean score values of the table having M > 3 suggest that the quality of school indicators in the table is perceived very positively by school stakeholders. The effective school management, which includes guidelines for exams and teaching timetables, as well as adequate physical facilities, demonstrates a commendable standard in quality school education. Conversely, when the mean value M < 3 is considered, it points towards a lack of encouragement in meeting the desirable standards of quality in effective school management, especially noted by primary school teachers. The mean score values of the table with M > 3 indicate a moderately positive level in the quality of curriculum, learning materials, and sub-standards of quality school education according to primary school teachers. On the other hand, a mean value of M < 3 implies less agreement among primary school head teachers regarding the updated knowledge, practical opportunities in the curriculum and . Furthermore, mean score values exceeding 3 in desirable standards of quality teaching aids and facilities highlight a high level of quality in primary school education, particularly in teacher quality and teaching methods. Improvements in the quality of teachers and teaching methods are crucial. The mean score values of the table, with M > 3 in the quality of learning environment and its sub-indicators, such as basic infrastructure provision and teacher numbers, indicate adequate resources for learning and positive outcomes. Conversely, a mean score of M<3 suggests a lower level of effective facility use, computer and fieldwork availability, access to digital libraries, and classroom adaptability to student needs and interests, impacting quality school education significantly. Mean scores below M<3 in the table signal a less encouraging level of quality in teaching and learning for overall development. In contrast, M values exceeding 3 indicate a highly positive and significant level of quality in instructional technologies, student-centered techniques, diverse talent promotion, and practical skill development. Scores above 3 also reflect positively on standardized assessment processes, accurate skills measurement, and stakeholder confidence, whereas scores below 3 reveal shortcomings in assessing systems, ICT integration, exam system monitoring, and measure different cognitive level of students.

4.3. School Management Committee

Mean score values of a table with M>3, which signify the level of effective school management, are observed. The findings reveal a notable disparity in the opinions between Teachers and Head teachers. The sub standards, with a value of M>3, encompass adequate physical facilities, a conducive environment for co-curricular activities, and effective management providing counseling services, regular meetings with the management committee, teacher engagement in management, and encouragement for teachers to participate in decision-making. These aspects exhibit positive but somewhat less encouraging and significant outcomes. Mean values with a score of M> indicate the quality of the curriculum and learning materials, along with suboptimal standards of quality school education at a moderate and positive level, as perceived by school management members. These factors have a moderate impact on quality school education, fostering positive attitudes towards fellow human beings and providing updated knowledge through the curriculum. Conversely, M<3 indicates the current level of the curriculum, opportunities for practical knowledge, and the availability of engaging teaching materials, reflecting a lack of consensus among the school management committee. The mean score values of the desirable standards of teaching aids and facilities, as well as sub standards with a mean score of M>3, which include teaching aids supporting curriculum objectives and a variety of instructional materials, signify a highly positive quality level in primary school education. On the other hand, M<3 highlights the limited significance of the quality of teaching aids and materials. The analysis results demonstrate that the mean score value concerning the quality indicators of teachers and teaching methods is highly encouraging, with M>3 and M>4 indicating significant improvements in the quality of teachers and teaching methods. Conversely, M<3 suggests a focus on promoting overall development based on individual learning needs, diverse talent of student with deemed less significant.

Mean score values from tables with M >3 regarding the quality of the learning environment and sub-indicators, such as the provision of basic infrastructure, the number of teachers in the school, and exhibit encouraging outcomes. Conversely, M <3 indicates a lower level of effectively utilized facilities, limited access to computer and fieldwork facilities, digital libraries, and all of which are less significant in terms of quality school education. Additionally, mean scores from tables with M < 3 suggest that the quality of teaching and learning is less encouraging in terms of overall development promotion, while M>3 indicates the availability of instructional technologies, use of student-centered techniques, nurturing diverse student talents, all reflecting highly positive and significant outcomes. Mean value scores with M >3 suggest a highly positive quality level regarding the assessment process, characterized by standardization, accurate measurement of skills outlined in the national curriculum, and adherence to the SLOs measures different cognitive of students . Conversely, M<3 indicates less significance in the appropriate use of ICTs and stakeholders confidence in integrity within the assessment system.

4.4. Parents member

Mean score values of a table with M>3, which signifies the level of effective school management, are observed. The findings demonstrate a lack of similarity in the opinions of Teachers and Head teachers regarding the matter. The sub standards with a value of M>3 include adequate physical facilities, a conducive environment for co-curricular activities, and effective management providing counseling services, regular meetings with the management committee, teacher engagement in management, community involvement in decision-making, and encouragement for teachers to participate in decision-making. These aspects exhibit positive yet somewhat unconvincing results that are not highly significant. Mean values with a score of M> indicate the quality of the curriculum and learning materials, and the subpar standards of quality school education at a moderate and positive level, as perceived by school management members, which moderately influences the quality of school education, fostering positive attitudes towards others and offering updated knowledge through the curriculum. Conversely, M<3 signifies the present level of the curriculum, opportunities for practical knowledge, and interesting teaching materials, reflecting a lack of consensus within the school management committee. The mean score values of desirable standards pertaining to the quality of teaching aids and facilities, along with sub standards with a mean score of M>3, such as teaching aids supporting curriculum objectives and a variety of instructional materials, indicate a highly positive quality level in primary school education. On the other hand, M<3 reveals the limited significance of the quality of teaching aids and materials.

The analysis results depict the mean score value concerning the quality indicators of teachers and teaching methods as highly encouraging, with scores of M>3 and M>4 signifying substantial and encouraging enhancements in the quality of teachers and teaching methods, whereas M<3 indicates a focus on promoting overall development with less significance placed on individual learning needs and practical life skills. Mean score values of a table with M >3 regarding the Quality of Learning Environment and its sub-indicators, including the provision of basic infrastructure and the number of teachers in the school, show promising outcomes, while M<3 indicates a low level of effectively utilized facilities, limited computer and fieldwork resources, access to digital libraries, classroom environments tailored to student needs and interests, all of which are less significant in ensuring quality school education. Mean scores values from a table with M < 3 indicate a discouraging level of quality in teaching and learning, which does not strongly support overall development, while M>3 signifies the availability of quality instructional technologies, utilization of student-centered techniques, nurturing diverse student talents, and fostering practical skills to a highly positive and considerably significant extent. Mean Value scores with M >3 indicate a highly positive quality level in the assessment process, with standardized assessments aligned with accurately measuring skills outlined in the national curriculum and measures different cognitive level of students. Conversely, M<3 suggests a lesser significance in the appropriate use of ICTs, integration of SLOs, monitoring of the examination system, and stakeholder confidence within the assessment system.

4.5. Government officials

Mean score values of table having M>3 which indicated the level of effective school management. The results show little difference according the opinion of Teachers and Head teachers, School management committee and parent's members' opinions. The sub standards whose value M>3 is sufficient physical facilities ,good environment for co-curricular activities,

school provides guidelines for exams , opportunities for teachers to engage in management, policies implemented in consultation with teachers and M< management regular meeting with management committee shows positive but less encouraging results and less significant. Mean values score M> indicate the quality of curriculum and learning material and sub desirable standards of quality school education having moderate and positive level according the opinion of Government officials of school education department and have some moderate impact on quality school education including develop positive attitude towards fellow human being, curriculum provide updated knowledge. Curriculum free form gender biased. M<3 indicates the available level of curriculum, opportunities for practical knowledge Interesting teaching material is show less agreement. Mean score values of desirable standards of quality of teaching aids and facilities and sub standards having Mean Score M>3 including teaching aids support curriculum objectives, variety of instructional martials, support inquiry based learning child friendly and appealing visually elements and supports different teaching approaches indicates highly positive level of quality in primary school education. M<3 show the low significance of quality of teaching aids and materials including material include variety (video and presentation).

The analysis result shows the mean score value about the quality indicator of teachers and teaching method is highly encouraging in well qualified teachers, adopt new methods, plan align with educational objectives, develop diverse talents of student indicates high and encouraging trend in quality of teachers and teaching method while M<3 indicates the promoting overall development focus on individual learning needs, develop practical life skills, subject matter knowledge capable to promote overall development of student find less significant. Mean score values of table having M >3 of Quality of Learning environment and sub indicators including sufficient facilities for learning practical life skills, school environment provides adequate resources for learning showing encouraging results and M <3 indicates low level of facilities used effectively, computer and field work facilities, access to digital libraries, classroom environment according to need and interest of students and less significant in quality school education. Mean scores value of table having M < 3 indicates that level of quality of teaching and learning is less encouraging in student centered techniques used in learning, teaching and learning promotes overall development. M>3 indicates the level of quality of instructional technologies are available, promote diverse talent of students, develop practical skills highly positive and much significant. Mean Value Scores M >3 indicates the level of quality significant in the assessment process is standardized, assessment according to SLOs, assessment system accurately measures skills outlined in national curriculum and M<3 indicates the less significance appropriate use if ICT and monitoring of exam system, measure different cognitive level of students in assessment system.

4. Findings and Conclusion

Various stakeholders within the school education department, such as primary school teachers, head teachers, members of the school management committee, parents, and government officials in Bahawalpur district, collectively present these findings following an examination of the data. The analysis reveals that there are multiple aspects of quality school education, which encompass active school management and its various sub-categories. Teachers and head teachers perceive these as essential standards for effective school management, highlighting the need for enhancements at their current level to achieve a higher standard of quality education. Specifically, recommendations are made regarding the structuring of timetables, examination procedures, teaching methods, and provision of adequate physical resources, regular counseling sessions, and the functioning of the school management committee. While progress has been noted in school management practices, there remains scope for further enhancements. The evaluation conducted by government officials differs from that of other stakeholders, as it emphasizes the need for improvements across most indicators of effective school management and educational quality. A diversity of opinions exists among stakeholders regarding the quality indicators related to the use of color learning materials. Some indicators reflect the emergence of relevant and precise knowledge in educational practices. Overall, there is a consensus that the curriculum has shown improvements in certain areas, although further enhancements are required in others.

Quality of teaching aids and facilities are perceived similarly by teachers and head teachers, with parents and the school's assessment committee also sharing this viewpoint. Government officials also assess the quality of teaching aids and facilities. There is potential for enhancement in AVAIDS Sports to implement various teaching methods, educational materials,

inquiry-based learning, an appropriate number of child-friendly elements, as acknowledged by other stakeholders and government authorities. The school education department falls short in providing a diverse range of instructional materials, such as videos and presentations. The outcomes of teaching quality and methodology are commendable, supporting the development of students through the implementation of teacher development strategies and subject knowledge. However, there is a need for improvement in catering to individual learning needs, as highlighted by officials. The insufficiency of resources and basic infrastructure in some schools hinders the quality of learning and environment. Inadequate teacher numbers and deficient computer and fieldwork facilities further contribute to the shortcomings in teaching and learning quality. The current standards for teaching and learning do not align with the desired quality of education, indicating areas for enhancement, particularly in assessment knowledge and skills, as noted by school stakeholders. There exist certain similarities and discrepancies in the perspectives of various stakeholders regarding the quality of assessment. It has been demonstrated that there exists ample opportunity for enhancement in the quality of assessment. The assessments that are administered may not so align with the child's developmental stage, while the assessment procedures need to capture the learning objectives essential for effective mastery and according the different cognitive level of students.

5.1. Recommendation and policy implication

Improving the quality of school education in Bahawalpur district requires a multifaceted approach addressing various aspects of the educational system. Key initiatives include optimizing school management through effective timetable planning, improved examination procedures, and innovative teaching methods. Regular counseling sessions and active involvement of the school management committee are crucial for comprehensive governance and community participation. Integrating a variety of high-quality instructional materials, such as videos and presentations, enhances teaching methods and promotes inquiry-based learning. Addressing the lack of resources and infrastructure, particularly in computer labs and fieldwork facilities, is essential for creating a conducive learning environment. Increasing the number of qualified teachers and improving audiovisual aids (AVAIDS) and sports facilities can significantly enhance the educational experience. Continuous curriculum updates are necessary to align with current educational practices and the developmental needs of students. Finally, refining assessment procedures to better capture learning objectives and accommodate different cognitive levels ensures that students effectively master subjects and achieve their academic goals.

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