

The main causes of low quality at secondary level in New Karachi, Karachi, Pakistan

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Abstract: The grounds of this probe were to determine the major reasons of low quality at secondary stage in New Karachi, Karachi, Pakistan. It was accomplished in the course of survey. The inhabitants of the study was equally “government and private” schools Teachers and students. The eyeshot’s of masculine and feminine students and teachers were acquired. Fifty respondents were indiscriminately picked out. The questionnaire was used as an enquiry instrument that was comprised of twenty five points. Data accumulated on two purpose scale form was examined by applying proportion methodology. Majority of the respondents had the horizon that the subsisting thus referred to as analysis system, untrained Metric passed lecturers and lack of interest of Administration in quality are the most reasons of low of quality at secondary level in New urban center, Karachi, Pakistan. Several of the respondents argue that primitive metric passed feminine teachers & imperfect administration square measure the causes of caliber of education at secondary level education & Short range of respondents expressed that dangerous scrutiny system became causes of caliber at secondary level education in new Karachi center, Karachi, Pakistan. [Zubair Muhammad, Mubina Pathan, Khalid Noor Panhwar, Barkatullah Qureshi, Muhammad Ali Pasha, Murad Iqbal Panhwar. **The main causes of low quality at secondary level in New Karachi, Karachi, Pakistan.** *J Am Sci* 2014;10(12):14-20]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 2

Key words: Secondary level, Quality Education, evaluation system, Untrained Metric Passed Female Teachers and Imperfect Administration.

Introduction

Education is evolution. It is the keystone of development of any country in the world. It is an accomplished truth that any type of advancement and evolution in the world is the direct corollary of education (Bregman and Muhammad, 1998). States that have got competent system of pedagogy are more evolved as equated to remaining states and societies in all fields of life. Such states are conceived the drawing card of the world. Shortly it is education that can convert the population of any state into valuable human capital. As a matter of fact, education is the instrument that alters the raw abilities of masses into effective skills and cognition on the basis of which the persons impart towards the advancement and evolution of their societies and therefore the masses are turned from burden to human resources (Hoodbhoy, 1998). Education is the keystone to evolution in all domains of life. The pedagogy system processes several significant individuals among whom teachers occupy a central place. Among other components, instructors are the ultimate force within the process of education. The calibers, attainments and knowledge of teachers ascertain the standard of the gross system of education (Farooq, 1990). The pedagogy system of Pakistan has several troubles. Though, the common troubles of the system of pedagogy in Pakistan have long been

distinguished through several analyses but in several examples the causes of low of quality education are yet to be discovered. This study tries to spot the most causes of low of quality at secondary level education in New Karachi, Karachi, Pakistan.

Review of Literature

The education is popping into one in all amongst the shaping enterprises of the twenty first century with the emergence of economic process and increasing international competition. JavaScript (story print) (2004) evaluated that tutorial qualities describe what students ought to apprehend and be ready to neutralize the core tutorial subjects at every grade level. Content standards describe basic agreement regarding the body of education in questionnaire that each one student ought to apprehend. Per questionnaire qualities describe what level of per questionnaire is nice enough for college students to be delineated as advanced, proficient, below basic, or by some other per questionnaire level. Sometimes educational normal stands for quality of education. Quality has been the goal of a nonstop quest through the corridors of human history. It has been the divining force of all human endeavors regarding normal or quality of education. The quality of education is outlined in reference of Education (1985) within the following sense: “In the education context, then, per questionnaire”. For a lot of

shaping the standard of education, we have a tendency to even have to produce the answers of some queries, like that styles of aims relating to education area unit thought of the present instructional system? However these aims area unit set? To what extent these aims area unit achieved? What quantity these aims area unit connected with the society? That principles area unit thought of whereas designing curriculum? That pedagogy is appropriate in line with the age and psychological would like of the child? By providing the answers of those queries we are able to describe the standards of education simply. (Government of geographical area, 2002). True is not up. Several make an attempt on the components of assorted serial governments to raise the standard of system of education to acceptable national and international standards have brought no positive results. This atrocious scenario indicated that the system of education goes towards collapse all told fronts (Ashraf, 1983). There are many issues that the system of education in Asian country is moon-faced with, among whom the problems of teachers square measure extremely outstanding. Teachers square measure the key to the success of any education system. However, studies show that in Asian country, the issues of teachers have increased with the passage of your time instead of being resolved. It appears that nobody is taking note to those issues and resources and energies square measure wasted on mere improvement of buildings and within the improvement of the course of study or system developments (Government of Asian country, 1998). there's sense of feeling of utmost alienation among the teaching community as a result of teaching profession is taken into account the most underpaid and fewer moneymaking and unattractive skilled service in Asian country. Teachers don't get pleasure from the social respect that is enjoyed by alternative service men within the country. In step with Rehman (2002) teaching is taken into account the foremost respectful professions all told societies of the planet. In some countries of the planet teaching is taken as the result of the for most honorable profession. In some countries of the planet it's extremely paid and lucrative moreover. All this defines the social parameters of teaching profession. In Pakistan, teaching profession doesn't get pleasure from a good rank within the society. Teaching is taken into account because the most underpaid and fewer International Journal of Academic analysis in Business and Social Sciences enticing profession as compared to alternative professions like medical or engineering and then on. leader (1991) discovers that in Asian country rank of academics at intervals the society is accepted solely at the extent of bible. For instance, ideologically teaching is deemed because the vertical profession and academics as a result of the promoters of vertical job.

However, in apply this doesn't exist. Academics mount at the last fringe of the social ladder within the society. This development has shriveled the self-stem of teachers. In these conditions the profession of teaching is that the most very little enticing field of service for the youth. Commonly teaching is that the last alternative at intervals the priority list of various professions. The system of education in Asian nation lacks a mechanism of coordination. The drawback has taken root as a result of weak communication between the policy makers, staff, folks and therefore the community. The state of poor coordination at intervals the system has promoted misunderstandings between the stakeholders (Farooq, 1993). Teachers occupy the receiving finish altogether areas be it creating of program or the other policy. The academics participate exclusively at intervals the implementation not at intervals the event half. Finally ends up in creation of a culture of blame. There's even lack of coordination between academics and principals (Zafar, 2003). This lack of coordination visible of Ashraf (1983) has stopped discussion on mutual issues baby-faced by academics in faculties. As result no effective measures area unit taken to resolve very important problems at the faculty level). Academics receive orders from the high ups and implement that while not additional elaboration. In order to deal with the developed aim of this text, it's applicable to see what quality assurance is and that mechanisms and procedures exist to help in processes that area unit supposed to boost the standard of teaching and learning. Shaping quality assurance isn't simple, as totally different individuals, establishments and stakeholders have totally different notions and priorities regarding this idea. Smit, Wilkinson and 240 Herselman & Hay Büchner (2000:184) succeeded in compilation an amalgamated definition of quality assurance, that contains the essential components of definitions found in different literature of individuals like Becher (1999:228), Joseph Campbell (1999:1), Fourie and Strydom (1999:18), Harman (1998:331), Singh (1999:6-7), Van der crust and McDonald (1997:70) and Webbstock (1999:14). This definition provides a "working definition" for our discussion. An amalgamated definition of quality assurance:

Polices that make sure that the teaching is maintained attitudes can assure quality scholarship increased means that make sure of education actions guarantee procedures demonstrate a system certify attention. The need for internally driven quality assurance practices Experts within the field of quality assurance (e.g. Kells, 1988; 1992; Brennan, Frazer & Williams, 1995; Vroeijenstijn, 1993; 1995) propose that, to confirm the potency of a quality assurance system, it ought to be AN internally driven method. Such an approach towards quality can clearly be in co-

existence with an external quality assurance system (e.g. skilled boards and government agencies and systems). The task is not to implement a prescriptive quality assurance system, however rather to develop, by means of a democratic and comprehensive approach, a system which will be in hand by all. With such AN approach each those that manage (e.g. principals and head of departments) and people WHO area unit managed (e.g. facilitators) are going to be created tuned in to their responsibilities with respect to establishing quality in their management and teaching functions. Besides, quality assurance isn't regarding obliging with the expectations of quality audits and inspectorates, however ought to be AN integrated facet of labor, teaching and the general per questionnaire of academics. Therefore, so as to confirm that the standard assurance method isn't AN "added on" approach focusing additional on responsibility than on improvement, continuous self-evaluation ought to kind a part of the look cycle of AN institution. Kells (1992:35) confirms this by stating that [education] establishments that area unit more regulated by external bodies area unit additional prone to external environments. Vroeijenstijn (1995:33) takes it a step more once he states that — if the standard assurance method is primarily outwardly driven it'll disappear in a very window dressing exercise, which may be associated with the examination systems within the ex-Departments of Education before the 1994 elections. Sadly this perception still surfaces in a very variety of faculties these days. Quality education is very important to foster the life skills required in a very long learning society. Learning is Associate in nursing current method and doesn't end once a learner's questionnaire faculty going years return to Associate in Nursing finish. In Republic of South Africa quality schooling and teaching can cause a lot of literate individuals and lower drop-out rates. This once again has more advantages like less impoverishment and fewer socio-economic problems.

Quality and quality insurance in Education

the concern for standard has been at the major of the motivating forces for pre questionnaire in education. Ajayi and Adegbesan (2007) see standard as a result of the full of the choices of a method, product or service on its per questionnaire, in 'customers' or clients' ideas of that per questionnaire. It Adegbesan 381 is not simply a feature of a finished goods or services but involves a spotlight on internal procedure and result and includes the reduction of wasted and thus the improvement or productivity. Taking a cue from the on prime of definition, Fadokun (2005) characterized quality by three interlaced and mutually beneficial strands: (i) efficiency among the meeting of its goals, (ii) connation to human and environmental conditions and needs.

(iii) one issue more" that is the exploration of latest ideas, the pursuit of excellence and encouragement of power. With regards to education, the international institute for instructional developing with (IIEP) views standard from utterly completely different views. The first is from the inner procedure of the system like profile expiration and that is why the external procedure that are the fitness associated connation of such associate degree education to its setting. Arikewuyo (2004) views standard in education to be examined by each its ability to vary the students perform well in customary judgment and connate on to the wants of the students, community, and that is why the society as a whole. He at the last finishes that standard is determination of gradations supported customary of excellence at a lower place that a mark of inferiority is obligatory or adduced and on prime of that grades of superiority are outlined. However, quality assurance is expounded to control, however it functions in associate degree extremely rather proactive manner inside the sense that internal control is series of operational techniques and activities accustomed fulfill that demand are met. While, standard assurance goes on the so much facet that, as a results of it strengthen the main object from outcomes or outputs to the method that produces them. Similarly, Ajayi and Adegbesan (2007) argue that, quality assurance is alleged to trustiness every of that are involved increasing the effectiveness and efficiency of instructional systems and services in relevance their contexts, of their missions and their express objectives. In his own definitions, Ehindero (2004) says quality assurance centered on the: Learners ingress behaviors, distinctiveness and attributes yet as some demographic

Statement of the problem

Education play a vital role in the all aspects of life and opens the mind of students and helps them to think about their future that ultimately plays his/her role for the country and the whole world but upspring and rapid establishment of secondary schools has raised the question of quality education specially in lower class areas this present study tried to find out the causes of low quality at the level of secondary education in New Karachi, Karachi, Pakistan.

Objectives of the study were

- :(i) To determine the causes of low of quality education at secondary level.
- (ii) To assess the quality of education.
- (iii) To determine the suggestions and proposal for civilizing the educational values
At secondary level.

Material and Methods

This study depended on quantitative research, based on survey. It is an all-inclusive analysis of educational recital of 20(10+10) government and private secondary schools. The reason is to determine

the on the whole recital of the government and private secondary schools concerning excellence education given by them. The subsequent factors are striking regarding the investigation :(i) The geographical areas of study were 01 town, selected from 18 towns of Karachi city. (ii) Within these geographical limits, government and private “secondary schools were

integrated for gathering of data and analysis.(iii) A total number of 10 schools were at random chosen for study. (iv) Views and opinions of 15 male and 15 female students while 5 male and 5 female teachers and 10 principles sought.(v) The sample consisted of 40 students and 10 teachers. The total numbers of respondents were fifty.

Result and Discussion

Table.1 The thoughts and views of Government secondary school Male and Female students concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Teachers are competent	25%	75%	60%	40%
Lack of good administration	90%	10%	88%	12%
Students are not compatible with teachers	80%	20%	20%	80%
Lack of young & trained teachers	90%	10%	85%	15%
Lack of students interest	50%	50%	20%	80%
	335%	160%	273%	227%
Total	500%	500%	500%	500%

Table 1 showed that 25% government school male students agree that government school do not have competent teachers 90% agree that government school don't have good administration 80% students are not compatible with teachers 90% lack of young & trained teachers and 50% students are not interested instead of this 75% students disagree that government school do not have competent teachers 10% lack of good administration 20% students are compatible with teachers 10% lack of young teachers and 50% students are interested in short 335% out of 500% government

school male students agree that teachers are not competent, lack of good administration, students are not compatible, lack of young and trained teachers and lack of students interest instead of 160% disagree.

60% government school female teachers agree that government schools do not have competent teachers, 88% lack of good administration, 20% students are not compatible with teachers, 85% lack of young and trained teachers and 20% students are not interested in short 273% agree out of 500% and rest of 227% disagree.

Table.2: The thoughts and views of Private secondary school Male and Female students concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Teachers are competent	50%	50%	35%	65%
Lack of good administration	40%	60%	30%	70%
Students are not compatible with teachers	30%	70%	20%	80%
Lack of young & trained teachers	30%	70%	20%	80%
Lack of students interest	10%	90%	5%	95%
	160%	340%	110%	390%
Total	500%	500%	500%	500%

Table 2 indicated that 50% government school male students agree that government school do not have competent teachers 40% agree that government school don't have good administration 30% students are not compatible with teachers 30% lack of young & trained teachers and 10% students are not interested instead of this 50% students disagree that government school do not have competent teachers 60% lack of good administration 70% students are compatible with teachers 70% lack of young teachers and 90% students are interested in short 160% out of 500% government

school male students agree that teachers are not competent, lack of good administration, students are not compatible, lack of young and trained teachers and lack of students interest instead of 340% disagree.

35% government school female teachers agree that government schools do not have competent teachers, 30% lack of good administration, 20% students are not compatible with teachers, 20% lack of young and trained teachers and 5% students are not interested in short 110% agree out of 500% and rest of 390% disagree.

Table.3 The thoughts and views of Government secondary school's administration concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Dissemination of information to teacher and students	90%	10%	90%	10%
New researches and development to invigorate all educational activities	70%	30%	90%	10%
Training and development	40%	60%	42%	58%
Performance Appraisal	50%	50%	70%	30%
	250%	150%	292%	108%
Total	400%	400%	400%	400%

It showed that that government school male administration 90% agree to have a proper dissemination of information to teacher and students 70% agree that they are having new researches and development to invigorate all education activities 40% agree that they have T & D department and 50% agree that they have a proper performance appraisal system. In short 250% male administration agrees and 150% disagree. This table shows that government Female

school administration 90% agree to have a proper dissemination of information to teacher and students 90% agree that they are having new researches and development to invigorate all education activities 42% agree that they have T & D department and 70% agree that they have a proper performance appraisal system. In short 292% female administration agrees and 108% disagree. (Refer Table 3).

Table.4 The thoughts and views of Private secondary school's administration concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Dissemination of information to teacher and students	99%	1%	100%	100%
New researches and development to invigorate all educational activities	50%	50%	70%	30%
Training and development	80%	20%	90%	10%
Performance Appraisal	96%	4%	99%	1%
	325%	75%	359%	41%
Total	400%	400%	400%	400%

Table 4 showed that private school male administration 99% agree to have a proper dissemination of information to teacher and students 50% agree that they are having new researches and development to invigorate all education activities 80% agree that they have T & D department and 96% agree that they have a proper performance appraisal system. In short 325% male administration agrees and 75% disagree. This table shows that private school Female

administration 100% agree to have a proper dissemination of information to teacher and students 70% agree that they are having new researches and development to invigorate all education activities 90% agree that they have T & D department and 99% agree that they have a proper performance appraisal system. In short 359% female administration agrees and 108% disagree.

Table.5 The thoughts and views of Government secondary school's Teachers concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Lesson Plan	60%	40%	50%	50%
Harsh Behavior	10%	90%	2%	98%
Extra Curriculum Activities	95%	5%	99%	1%
Typical Punishment	25%	75%	5%	95%
Polishing Presentation Skills	40%	60%	32%	68%
	230%	270%	188%	312%
Total	500%	500%	500%	500%

Table 5 shows that government school male teachers 60% agree that they prepare lesson, 10% agree that they have the harsh behavior in class, 95% agree they involve students in extra curriculum activities, 25% agree that they give the typical punishment and 40% agree that they polish the presentation skills of students. In short 230% government male teachers agree out of 500% and rest of disagree. This table

shows that government school female teachers 50% agree that they prepare lesson, 2% agree that they have the harsh behavior in class, 99% agree they involve students in extra curriculum activities, 5% agree that they give the typical punishment and 32% agree that they polish the presentation skills of students. In short 188% government male teachers agree out of 500% and rest of disagree.

Table.6 The thoughts and views of Private secondary school's Teachers concerning the major causes of low quality at secondary level education system New Karachi, Karachi, Pakistan.

	Male (Agree)	Male (Disagree)	Female (Agree)	Female (Disagree)
Lesson Plan	50%	50%	35%	65%
Harsh Behavior	25%	75%	15%	85%
Extra Curriculum Activities	30%	70%	50%	50%
Typical Punishment	25%	75%	17%	83%
Polishing Presentation Skills	30%	70%	30%	70%
	160%	340%	147%	353%
Total	500%	500%	500%	500%

Table 6 indicated that private school male teachers 50% agree that they prepare lesson, 25% agree that they have the harsh behavior in class, 30% agree they involve students in extra curriculum activities, 25% agree that they give the typical punishment and 30% agree that they polish the presentation skills of students. In short 160% government male teachers agree out of 500% and rest of disagree. This table shows that private school female teachers 35% agree that they prepare lesson, 15% agree that they have the harsh behavior in class, 50% agree they involve students in extra curriculum activities, 17% agree that they give the typical punishment and 30% agree that they polish the presentation skills of students. In short 147% government male teachers agree out of 500% and rest of disagree.

Conclusion

After analyzing the outcome it can be with no trouble accomplished that unproductive administration, lack of young trained teachers, lack of training and development, lack of performance appraisal, lack of extra curriculum activities and lack of lesson plan are the main causes of low quality at secondary level education system in new Karachi, Karachi, Pakistan. Establish high quality medley course of action for secondary level teachers and proffer the candidates improved incentives. The administration of school should be efficient and capable. The assessment system at secondary level should be prearranged and up to date techniques must be second-hand to assess the abilities of a child. There should not be political meddling in educational institutions. The only trained teachers should be chosen in schools the secondary school teachers should use up to date teaching methods

according to the age and mental necessities of students. There should be opportunities provided to the students for participating in diverse co-curricular activities. The procedure of examination should be done in proper and independent way and the perception of favoritism should be out of this procedure. a range of teams of experts should be caught up in performing the above mentioned chore of upgrading and formation.

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