



Quality of Education between Government and Private Schools at Primary Level in District Okara.

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Abstract

The major goal of this research is to compare the effectiveness of Private and Government Schools at the primary level in the District Okara. The descriptive survey method was used. Students' data was gathered. Three hundred ninety-four students took part in this study. The questionnaires were delivered to students from both Private and Government Schools using a random sampling technique. In the quantitative data, five-number Likert Scales were used. Thus, Pearson product-moment correlation analysis was conducted. The results indicate that there is a significant positive relationship among study variables. Moreover, the independent sample t-test analysis was also conducted to examine the mean difference with respect to the quality of education among public and private institutes. The results highlight that there is no significant mean difference in the value of learning and understanding others in public and private institutes. However, a significant mean difference has been observed in effective practice, teacher's temperament, student's physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, appreciation for diversity, and perseverance and determination. The implications of the study suggest that private institutes tend to excel in various aspects such as effective practice, student's physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, appreciation for diversity, and perseverance and determination, while public institutes show strength in teacher's temperament. These findings highlight the importance of considering the institutional context and practices in fostering positive educational outcomes for students.

Keywords: Quality of Education, Public Institute, Private Institute

INTRODUCTION

Education plays a crucial role in boosting both social and economic progress, while simultaneously serving as a highly potent tool for improving the personal satisfaction and happiness of people. Numerous scholarly studies have reinforced the notion that education plays a crucial role in the development of a nation's economy, social well-being, scientific progress and political institutions. (Lockheed & Verspoor, 1991). Education is playing a crucial part in various developing regions around the world. Consequently, possessing a quality education is the most valuable possession that an individual, regardless of gender, can acquire. The development of human resources is a crucial element in achieving material progress, where education becomes a vital factor. The reason being, human resources form the basis on which the construction of a strong foundation is possible. The success of initiatives aimed at developing human resources depends on whether or not the education results in the acquisition of practical skills that can contribute to the growth of the economy. To put it differently, the evaluation of education should not solely rely on the duration of time spent in a school setting. It is crucial for children to not only acquire knowledge but also retain and apply it practically in their daily lives.

A variety of different indicators can have an effect on the educational system. According to Bray (1981), one of the most important indicators here is referred to as "waste."

Researchers and policymakers in developing nations have been interested in the topics of low school completion rates and high school dropout rates for a significant amount of time. Because of this, the World Bank (1975), Coombs (1985), and Magnen (1991) all identified wastage as a significant challenge facing the educational systems of developing nations.

Perseverance is the skill that individuals demonstrate in the process of repeatedly overcoming failure and reaching achievement. The current study sought to determine how many stories about suffering role models undergraduates with low levels of perseverance needed to read in order to effectively enhance their perseverance after failure. Regardless of perseverance level, undergraduates might benefit from reading hardship stories of role models. Undergraduates' confidence in achievement and emotional experience can develop faster than their persistent intentions after failure. (Du, Xu & Bai, Xuejun & Liu, Ying & Yuan, Sheng, 2022).

According to UNESCO (1998), a significant number of educators do not feel in any way accountable for the failures of their students. They believe, on the other hand, that the capacity to learn is innate, and as a result, they are more likely to attribute a student's failure to factors such as their poor intelligence, lack of work experience, or family history. These instructors view their job as solely one of passing on information to their students, as opposed to guiding students through the process of learning. These sentiments among educators are frequently exacerbated by deplorable working circumstances and the absence of any kind of professional framework through which they could learn from their colleagues and share their own experiences with one another. In many nations, the morale of teachers is low, and they are not compensated well, which makes it less likely that they will endeavor to enhance their abilities.

The aim of the study is to examine the effectiveness of Private Schools, compare the performance of Government Schools and Private Schools and identify the measures and strategies to improve the quality of primary education in district Okara.

REVIEW OF LITERATURE

Quality of Education

Balan (2011) aim to tackle the challenge of enhancing the standard of school education by making students own contributions towards achieving this goal. The issue of achieving the best possible quality and the tools needed to measure it is a matter of interest for all, not just limited to Europe, demonstrating that Quality Assurance is a universal concern. The perpetual changes in the education system necessitate novel strategies for future education. Innovative techniques need to be identified, developed, and implemented in order to improve the standard of school education. Multiple studies are focused on enhancing the standard of academic instruction through various avenues. This includes a dedicated effort towards augmenting the proficiency of educators, bettering the caliber of educational material, and integration of cutting-edge technology.

Saeed et al. (2011) looks in their research quality school education in Pakistan: challenges, successes and strategies that attaining school education opens up the route towards advanced education. The educational principles obtained throughout their years of schooling equip pupils with the necessary skills for college and university. The fundamental principles taught in school serve as a foundation for comprehending more complex versions of these principles in higher education. Higher education success depends on a student's grasp of advanced concepts, which are attained at this level. Only through top-notch education can this goal be achieved. Currently, the demand for education of high quality is crucial. Educational institutions generate individuals with skills and knowledge. However, it is

disappointing to note that Pakistan is yet to acknowledge education as the sole pathway towards advancing the country and enhancing its workforce.

Effective Practices

According to Chevalier et al. (2004) one of the most compelling and reliable discoveries in educational studies is that a child's educational success is significantly influenced by their family's upbringing. The efficacy of schools on children's academic success remains a critical aspect in policy-making, questioning their role in comparison to personal characteristics and family background. The educational achievement of children is influenced by their school attendance, which can either strengthen or weaken the impact of family factors, as schools can have varying levels of effectiveness. The educational system in the UK is highly centralized and every student is required to pursue a National Curriculum. Additionally, standardized public exams are conducted at various stages namely at 7, 11, 14, 16, 17 and 18 years of age. In this setup, all teachers are paid based on a uniform salary framework that is applied throughout the nation. The central government provides a grant that heavily relies on the student population, which majorly impacts the budget of every school. Local Education Authorities have the power to control and finance education as they wish, without any interference. As a result, there is a possibility of unequal distribution of funds among various LEAs (Local Education Authorities).

Student Physical Safety

According to Rauk et al. (2023) in their research they was stated that as a result of concerns surrounding school shootings and gun-related violence, schools underwent significant changes by incorporating safety measures such as police officers, security personnel carrying firearms, metal detectors as well as conducting exercises to prepare for active shooter situations. This researcher analyzed data from a broad sample of the population to examine how safety policies in schools relate to students sense of safety. The study specifically focused on comparing perceptions of safety among Youth of Color versus non-Hispanic White youth. The findings indicate that having more school safety policies, along with particular kinds of policies, contributes to enhancing school safety. Using methods like employing security officers and conducting student searches at school, Youth of Color tend to perceive school environments as less safe than White youth. The results obtained could provide valuable insight to school administrators when it comes to implementing measures aimed at preventing school violence. This pertains to the decisions made at a school level regarding initiatives directed at the prevention of firearm-related injuries.

Sense of Belonging

St-Amand et al. (2021) was focused on development and validation of a model predicting students' sense of school belonging and engagement as a function of school climate. The relationship between school involvement and connection, which is connected to a number of positive outcomes, has been the subject of much research. There hasn't been much research done on how the educational environment affects these variables. Using (Janosz et al.'s, 1998) theoretical framework, the school environment was examined in terms of a number of factors with gender as the main focus in order to establish the relationship between school involvement and belonging. The study, which was carried out in Morocco, featured 238 ninth-grade students from Casablanca and Temara (101 males and 137 females; average age: 15). In order to measure students' feelings of connection to the school, level of participation in extracurricular activities, and general climate of the school, a survey of them was carried out. The relationships indicated above were examined utilizing correlational and structural equation modelling methods. Only an environment that was fair and impartial had a

positive effect on pupils' sense of belonging in school, according to the study. They were more likely to participate in the academic, social, and emotional facets of school life as a result of feeling like they belonged. After performing the multi group analysis, it was shown that regardless of gender, there is some degree of consistency in the relationship between school attendance and behavioral participation. These findings highlight the benefits of creating a welcoming climate in schools that can encourage children to feel included and participate.

Teacher Temperament

Katoch and Kuldeep's (2016) study reveals that three specific traits of temperament were more prevalent among effective teachers. Teachers who exhibit qualities such as 'Rising', 'Welcoming', and 'Open-mindedness' are deemed more effective than those who lack these traits.

Student Teacher Relationship

Fabris et al. (2022) reveals the study on the effectiveness of the teacher-student connection by Pianta (2001) was published more than 20 years ago. Since then, numerous attempts have been made to develop theoretically the idea of the quality of the teacher-student relationship and to present empirical data demonstrating the potential effects that a positive teacher-student relationship quality may have on student academic achievement, psychological adjustment and classroom climate. According to attachment theory, the teacher has been acknowledged as a "psychological parent" and described as a strong foundation and safe haven (Verschueren and Koomen, 2012; Prino et al., 2022; Spilt et al., 2022). In any school setting, it has been demonstrated in numerous studies that relationships with teachers that are marked by affection, closeness, and respect are more likely to result in positive developmental outcomes and better classroom adjustments. But after 20 years, we realized that in order to develop the study area and get beyond present obstacles, it was necessary to synthesize the most recent research on the subject of the quality of the teacher-learner connection and to encourage a number of studies that offer fresh perspectives, concepts, and thoughts. 16 papers from various international locations were gathered for this research topic. The Research Topic includes two literature reviews, several empirical works, and new knowledge about the effects and mechanisms of action of the quality of the teacher-learner relationship on the psychological development and adjustment processes of children and adolescents. Some of the empirical works aim to develop and validate instruments to measure the quality of the teacher-student relationship. A contribution on potential intervention techniques for improving the standard of the teacher-student interaction is also included in the Research Topic.

Value of Learning

According to Luu and Hung (2023) teachers are an essential component of educational development because excellent teachers are a critical resource for an educational organization's success. Effective instructors often contribute to improve students' learning behaviors and academic achievement, hence analyzing teacher effectiveness as a cornerstone to ensuring education quality must be prioritized. Students should have the most significant input in what is considered good teaching because they are the first and most immediate stakeholders.

Understanding Level

Hardiansyah and Framz (2022) was stated in their research that quality education is a must for achieving national development goals; hence, education produces superior and competitive human resources. Many government attempts increase educational quality,

including regional autonomy or decentralization, which results in school-based management in the field of education. School-Based Management empowers schools to be more self-sufficient by granting authority (autonomy), increasing schools' flexibility in managing resources, and encouraging school members and the community to participate in improving educational quality.

Perseverance and Determination

Moghazy and Mohamed (2023) was focused on the terms "special needs" and "special education" have long been used to describe kids with impairments in the K-12 educational system in the United States. This language, however, has been criticized for implying that these pupils are "less than" or "not normal." As a result, several schools and districts have begun to refer to pupils as "students of determination" instead. This term is meant to express a sense of resilience, strength, and tenacity, as well as to shift the focus away from the kids' deficiencies and onto their abilities.

Saputra et al. (2022) was conducted research on Fostering Learning Engagement in Online Learning: The Effect of Collaborative Learning and Personal Perseverance and was stated that COVID-19 has been transforming education into a technology-based and distance learning mode, which necessitates a shift in higher education's learning delivery paradigm. Learning engagement, as indicated in cognitive, emotional, and behavioral involvement, is impacted more by collaborative learning than by personal perseverance. Collaborative learning, as shown in cognitive and collaborative competence, is an important aspect in online learning. Emotional engagement is an important part of online learning that is unaffected by collaborative learning or personal perseverance. Higher education institutions should create collaborative learning as a pedagogical technique for engaging students during online learning in order to preserve learning effectiveness throughout online learning.

MATERIAL AND METHODS

This study compares 5th grade students' ability to recognize the effects of Private Schools on primary level using a correlation study design. A quantitative method, survey questionnaire was used to collect data from students in Okara district administration. Okara was chosen for the study because the researcher is well-versed in the social, geographical, and administrative environments, which is essential for collecting accurate data on time. The sample size was determined using (Yamane, 1967) simplified sampled size determination formula at 95% confidence level. Therefore, the sample size of this research was,

$$n = N / (1 + N(e^2))$$

The sample size was 394 students, with 164 from Private Schools and 230 from Government Schools, selected at random.

The study utilized a questionnaire developed by Kelly et al. (2016), consisting of 11 items scored on a five-point Likert scale. The questionnaire was designed to involve a broad sample population and collect essential information quickly. The mean score for each indicator was determined using the median line, with items with mean values less than 3 contributing to the problem. The questionnaire was presented in an interview schedule, allowing for the control of mistakes made by respondents due to misunderstandings.

The questionnaire was translated into Urdu for ease of understanding and acquisition of information. The tool pilot research was conducted in the same setting and location, and participants were briefed about the study's goals and objectives. After necessary preparation and correction, the questionnaires were distributed to the respondents at the scheduled time. This method allowed for the collection of significant information on the desired research.

The study used descriptive analysis to collect data on the quality of education in public and private institutes. The data was analyzed using Pearson product moment correlation analysis and Independent sample T-test. The aim was to find the best sector and test hypotheses to determine the effect of private schools on primary education level. The collected data was presented in frequency and percentage form

RESULTS AND DISCUSSIONS

The study analyzed data in three steps: accessing psychometric properties, conducting correlation analysis to check variables' relationships, and conducting an independent sample t-test to compare public and private institutions.

Table 1

Psychometric Properties Of Scales Used In The Study (N=394)

Measures	M	SD	K	A
Effective Practice	34.56	3.84	9	.85
Teacher’s Temperament	22.16	3.39	6	.68
Student’s Physical Safety	15.40	3.44	4	.71
Sense of Belonging	25.71	5.01	7	.70
Student-Teacher Relationship	34.29	5.23	9	.65
Academic Press	25.59	3.70	6	.72
Engagement in School	30.78	4.53	8	.58
Value of Learning	30.36	5.05	8	.67
Understanding Others	26.77	5.86	7	.85
Appreciation for Diversity	26.29	3.97	7	.72
Perseverance and Determination	29.91	3.89	8	.73

Note: k= number of items; α = Cronbach alpha, M= Mean; SD= Standard Deviation

Table 1 reveals that the assessment measures/scales used for the current study have good reliability, with Cronbach alpha ranging from .58 to .85.

Table 2

Correlation Among Study Variables (N=394)

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Effective Practice	-	.40**	.32**	.55**	.65**	.53**	.45**	.42**	.29**	.63**	.57**
2 Teacher's Temperament		-	.74**	.61**	.69**	.32**	.73**	.78**	.57**	.75**	.63**
3 Student's Physical Safety			-	.82**	.85**	.43**	.64**	.77**	.43**	.83**	.17**
4 Sense of Belonging				-	.92**	.35**	.52**	.67**	.29**	.84**	.19**
5 Student-Teacher Relationship					-	.51**	.69**	.79**	.48**	.88**	.35**
6 Academic Press						-	.45**	.36**	.22**	.48**	.25**
7 Engagement in School							-	.93**	.89**	.59**	.67**
8 Value of Learning								-	.83**	.69**	.58**
9 Understanding Others									-	.37**	.68**
10 Appreciation for Diversity										-	.32**
11 Perseverance and Determination											-

Note:

**p

<

.00

Table 2 shows that effective practice has a significant positive relationship with teacher’s temperament, student’s physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, value of learning, understanding others, appreciation for diversity, and perseverance and determination. The table also shows that teacher’s temperament is significantly positively associated with student’s physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, value of learning, understanding others, appreciation for diversity, and perseverance and determination. Similarly, student’s physical safety also has a significant positive relationship with sense of belonging, student-teacher relationship, academic press, engagement in school, value of learning, understanding others, appreciation for diversity, and perseverance and determination.

Furthermore, the table also reveals that academic press is also positively associated with engagement in school, value of learning, understanding others, appreciation for diversity, and perseverance and determination. Engagement in school also has a significant positive relationship with the value of learning, understanding others, appreciation for diversity, and perseverance and determination. Correspondingly, the value of learning also has a significant positive relationship with understanding others, appreciation for diversity, and perseverance and determination. The same was observed in the relationship for understanding with others with appreciation for diversity, and perseverance and determination. Lastly, the table also reveals that appreciation for diversity also has a positive association with perseverance and determination.

Independent Sample T-Test

In Table 3 Independent sample t-test was conducted to examine the mean difference with respect to institute in effective practice, teacher’s temperament, student’s physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, value of learning, understanding others, appreciation for diversity, and perseverance and determination.

Table 3

Mean Differences With Respect To Institute In Effective Practice, Teacher’s Temperament, Student’s Physical Safety, Sense Of Belonging, Student-Teacher Relationship, Academic Press, Engagement In School, Value Of Learning, Understanding Others, Appreciation For Diversity, And Perseverance And Determination (N=394).

Variables	Category					
	Public (n=230)		Private (n=164)		T	P
	M	SD	M	SD		
Effective Practice	34.36	3.89	35.83	3.76	1.19	.02
Teacher’s Temperament	23.12	3.33	22.21	3.47	.28	.008
Student’s Physical Safety	15.43	3.36	17.35	4.56	.21	.008
Sense of Belonging	25.79	5.00	26.60	5.04	.36	.007
Student-Teacher Relationship	34.32	5.19	35.29	5.29	.91	.01
Academic Press	25.30	3.96	26.01	3.27	1.93	.04
Engagement in School	30.58	4.49	31.07	4.60	1.05	.02

Value of Learning	30.19	4.96	30.60	5.18	.80	.42
Understanding Others	26.67	6.00	26.90	5.68	.37	.71
Appreciation for Diversity	26.33	3.96	27.23	3.99	.26	.01
Perseverance and Determination	29.73	3.89	30.16	3.87	1.90	.02

Table 3 highlights that there is no significant mean difference with respect to value of learning and understanding others in public and private institutes. However, a significant mean difference has been observed in effective practice, teacher’s temperament, student’s physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, appreciation for diversity, and perseverance and determination. The results also reveals that effective practice, student’s physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, appreciation for diversity, and perseverance and determination are higher in private institutions. Whereas teacher’s temperament is higher in public institutions.

DISCUSSION

Pearson product-moment correlation analysis revealed that effective practice has a positive relationship with a teacher’s temperament. As research has shown a positive relationship between effective teaching practices, characterized by increased effort in delivering and presenting information, and the temperament of teachers who exhibit a greater concern about the future and careers of their students. Studies have found that teachers who employ effective teaching practices, such as engaging instructional strategies, clear communication, and individualized support, demonstrate a higher level of investment in their student’s success (Cazden, 2001; Darling-Hammond, 2017). These teachers are more likely to take a proactive approach to understand their students' aspirations and tailoring their instruction to meet their individual needs (Darling-Hammond, 2017).

Pearson product-moment correlation analysis also highlights teachers’ temperament with students’ physical safety, sense of belonging, student-teacher relationship, academic press, engagement in school, the value of learning, understanding others, appreciation for diversity, and perseverance and determination. Teachers' temperament, characterized by traits such as warmth, supportiveness, and positive affect, contributes to students' physical safety by creating a secure and nurturing classroom environment (Berg et al., 2019; Hamre & Pianta, 2005). When teachers exhibit a caring and responsive temperament, students feel protected, valued, and psychologically safe, which enhances their physical well-being within the school context. Additionally, teachers' temperament positively influences students' sense of belonging. Warm and supportive teacher-student relationships fostered by teachers' temperament promote a sense of connectedness and acceptance among students (Allen et al., 2016; Roorda et al., 2011).

The correlation indicates students’ physical safety has a positive relationship with a sense of belonging, student-teacher relationship, academic press, engagement in school, and the value of learning, understanding others, appreciation for diversity, perseverance, and determination. Physical safety within the school environment creates a sense of security and promotes students' overall well-being. When students feel safe and protected from physical harm, they are more likely to develop a positive sense of belonging within their school community (Doll et al., 2019; Voight et al., 2013). Additionally, an independent Sample t-test was conducted to examine the differences between public and private institutes with

respect to the quality of education. Private institutes often have smaller class sizes compared to public institutes, allowing teachers to provide more personalized attention to individual students (Hanushek & Rivkin, 2010). Smaller class sizes create a conducive environment for teachers to dedicate more time and effort to each student's learning needs, resulting in more effective instructional delivery. Moreover, private institutes often have greater autonomy in curriculum design and teaching methods (Crouch & Mazzeo, 2018).

In contrast, teachers at public institutes exhibit more concern about the future and careers of their students when compared to teachers at private institutes.

One possible explanation is that public institutes often have a broader mandate that includes a focus on social mobility and equitable access to education (Lubienski & Lubienski, 2013). As a result, teachers in public institutes may feel a greater responsibility to support their students' long-term success beyond academics. They may prioritize providing guidance and resources related to career planning, college preparation, and job prospects to ensure that students are well-equipped for their future endeavors. Teachers in public institutes may be more attuned to the unique challenges and barriers these students face in achieving their career aspirations. Consequently, they may proactively engage in discussions about career options, provide mentorship, and offer guidance on navigating post-secondary education and employment opportunities. Additionally, public institutes may have established career counseling services and partnerships with local businesses, community organizations, and higher education institutions (Borman et al., 2004).

Independent sample t-test indicates students perceive a higher sense of security at private institutes. One possible explanation is the smaller class sizes typically found in private institutes. Smaller class sizes create a more intimate and controlled learning environment, allowing for closer teacher-student relationships and enhanced supervision (Lee & Smith, 1997).

The results of the independent sample t-test indicate that students at private institutes experience a stronger sense of school connection than students at public institutes. One possible explanation is the smaller and more intimate school environment typically found in private institutes. Smaller class sizes and student populations allow for more personalized interactions and opportunities to build relationships among students, teachers, and staff (Johnson et al., 2001; Lee & Smith, 1999).

Similarly, an independent sample t-test revealed that the student-teacher relationship is stronger in private institutes compared to public institutes. One key factor is the smaller class sizes typically found in private institutes. Smaller classes allow for more individualized attention and interactions between students and teachers (Johnson et al., 2001; Lee & Smith, 1997).

Additionally, teachers at private institutes often exhibit a strong inclination to motivate and encourage students to persist in their efforts and problem-solving due to several factors. One explanation is the focus on individualized attention and personalized instruction in private institutes. With smaller class sizes and fewer students to manage, teachers have more opportunities to provide targeted feedback, identify students' strengths and weaknesses, and tailor their teaching approaches to meet individual needs (Darling-Hammond, 2017).

Independent sample t-test evidence that teachers at private institutes exhibit a strong inclination to motivate and encourage students to persist in their efforts and problem-solving. One explanation is the perception of high expectations and accountability in private institutes. Private schools often have a reputation for rigorous academic standards and a focus on achievement (Lubienski & Lubienski, 2013). Moreover, private institutes demonstrate a greater emphasis on actively engaging students in both the classroom and the school

community than public institutes. One explanation is the smaller class sizes typically found in private institutes. Smaller classes allow for more individualized attention and interactive learning experiences (Lee & Smith, 1997; Pong & Coller, 2003). Teachers in private institutes can more easily engage students in discussions, group activities, and hands-on learning opportunities, fostering active participation and engagement (Darling-Hammond, 2017).

The study demonstrates that students in private institutes exhibit a greater appreciation for diversity compared to students in public institutes. One explanation is the demographic composition of private institutes. Private institutes often have more diverse student populations in terms of socioeconomic background, cultural heritage, and ethnicity (Lubienski & Lubienski, 2013).

Lastly, students at private institutes exhibit higher levels of perseverance and determination compared to their counterparts in public institutes. One explanation is the perceived higher academic expectations and standards in private institutes (Farkas et al., 1999).

CONCLUSION

The research explores the differences between public and private institutes in terms of education quality, focusing on factors such as class sizes, curriculum design, entry requirements, resources, and support systems. Private institutes have smaller class sizes, allowing for more personalized attention and effective instructional delivery. They also have greater autonomy in curriculum design and teaching methods, enabling teachers to employ innovative strategies. Private institutes have higher entry requirements, leading to a more academically focused student body and teaching staff. They often have extensive resources and support systems, including professional development opportunities, updated educational materials, technology, and additional support staff.

Public institutes, on the other hand, focus on social mobility and equitable access to education, providing guidance and resources related to career planning, college preparation, and job prospects. They serve a more diverse student population, and teachers are more attuned to the unique challenges these students face.

Students at private institutes perceive a higher sense of security, stronger school connection, and better student-teacher relationships compared to public institutes. Private institutes prioritize creating a supportive school culture, fostering a sense of belonging and connectedness. They also place a greater emphasis on actively engaging students in both the classroom and the school community, offering a wider range of extracurricular activities and community service opportunities.

Lastly, students in private institutes exhibit a greater appreciation for diversity, as they often have more diverse student populations and incorporate multicultural education and diversity-related content into their curriculum.

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