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Identifying and Analyzing the Obstacles in Attaining Quality Education at the Secondary Level in District Kohat

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Abstract: *This study aims to identify and analyze the obstacles that hinder the attainment of quality education at the secondary level in District Kohat. The specific objectives include identifying these obstacles, analyzing their impact on the overall quality of education, assessing current strategies and initiatives, and proposing recommendations for improvement. The population of the study consists of all secondary schools, students, and teachers in District Kohat, with a sample of 20 heads (principals) and 100 students. The research instruments utilized are self-developed questionnaires. The findings indicate that there is no significant association between respondents' opinions and the barriers to quality education in District Kohat. However, further analysis is required to gain a deeper understanding of the relationships between variables. It is recommended that the government takes measures to remove these obstacles and enhance the quality of education in secondary schools in District Kohat.*

Key Words: Quality Education, Obstacles, Secondary Level, District Kohat

Introduction

In the pursuit of quality education, one must overcome a myriad of obstacles that often seem insurmountable. Limited access to resources, socio-economic disparities, and cultural biases all stand as formidable barriers on the path towards academic excellence. However, it is in the face of these challenges that the true tenacity and resilience of individuals are revealed. The hunger for knowledge and the desire to break free from the constraints of one's circumstances fuel the determination to

overcome these obstacles. For it is in the face of adversity that the seeds of greatness are sown, and with each hurdle conquered, the value of education is reaffirmed. The pursuit of quality education is not merely an individual endeavor; it is a collective responsibility to ensure that every person, regardless of their background, has the opportunity to unleash their full potential.

Education is the most effective means of enlightening individuals and society. A quality education provides individuals with the skills to

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comprehend and apply information in daily life. Quality education comprises of various elements such as learning resources, technology, completed programs and modules, lecturing techniques, attachments, qualifications, extracurricular activities, performance awards, and feedback from both students and lecturers on the institution's management and education. (Darling-Hammond et al., [2013](#)). Quality in education is not uniformly defined, and there is disagreement on the best way to maintain and improve it at the university level (Bruçaj, [2014](#)). Quality can be thought of in terms such as superiority, flawlessness, cost-effectiveness, or suitability. According to (Harvey, [2005](#)), as mentioned in (Bruçaj, [2014](#)).

According to (Mukhopadhyay, [2020](#)), the idea of educational quality encompasses several diverse facets. Some scholars have proposed the following definitions of quality: Quality is meeting and exceeding customer expectations; Quality is everyone's responsibility; Quality is an ongoing process of improvement. Quality is rewarded and acknowledged. Leadership, collaboration, metrics, and methodical problem resolution are the pillars of quality. According to multiple sources (Gibbs & Armsby, [2010](#); Lewis & Smith, [1994](#); Lopez-Fernandez & Molina-Azorín, [2011](#)) they all agreed upon the same statement. According to the (Turnbull et al., [2010](#)), education is described as the action or procedure of conveying or gaining specific knowledge or skills, especially for a specific occupation, while quality is defined as the aspect of one's character that relates to its level of refinement or degree of superiority. day lives to sustain themselves even after graduation.

According to (Thangeda, Baratiseng, & Mompoti, [2016](#)), educational institutions can differ in the quality of education they offer due to various factors, including their teaching methods, available programs, competence of instructors, and the overall learning environment.

A developing country like Pakistan must deal with a weak economy and an absence of political stability. There has been a sharp

increase in political upheaval, terrorism, sectarian wars, social discontent, and economic deterioration, and the country as a whole is struggling. All of these problems originate from the fact that our educational system is so divided and polarized. Poverty, insecurity, sectarianism, and terrorism are just some of the problems Pakistan is currently facing. (Ahmad, Ali, Khan, & Khan, [2014](#)).

The lack of tolerance, limited general awareness, and illiteracy, all fostered by an ineffective education system, contribute to these issues. The significance of education has been disregarded in Pakistan, resulting in a lack of progress in various aspects of life. Education has been treated as an afterthought, receiving the lowest allocation of funds since Pakistan's inception. This has undermined the quality and foundation of the education system. Consequently, the education system has proven incapable of elevating the nation economically, politically, and socially. Despite the passage of over half a century and the implementation of more than 25 educational policies and plans, the education system continues to falter in extricating the nation from the growing economic, political, and social challenges it faces (Igwe, Okolie, & Nwokoro, [2021](#)).

Pakistan is facing different educational problems which hinder in the way of quality education like lack of uniformity, education without direction, outdated curricula, lack of professional development of teachers, lack of quality teachers, alarming dropouts, system of examination, poor supervisory standards, lack of resources, political instability, policy implementation, low budgetary allocation for education and last but not the least is corruption. All these issues are point out in different studies like (Ahmad et al., [2014](#); Ali, Sultana, Shaheen, Thalho, & Ibrahim, [2022](#); Kaloi, Maitlo, Solangi, & Mughal, [2021](#); Kirk, [2007](#); Noh, [2021](#); Rehman & Khan, [2011](#); Shahzad, [2019](#); Zaki, [1989](#)).

Statement of the Problem

In the quest for quality education at the secondary level in District Kohat, it is essential to identify and analyze the obstacles that

hinder the achievement of this goal. By understanding the challenges that students, teachers, and the education system face, we can devise effective strategies to overcome them. From limited access to educational resources and inadequate infrastructure to societal barriers and insufficient teacher training, each obstacle presents an opportunity for growth and improvement. By addressing these hurdles head-on, we can pave the way for a brighter future, ensuring that every student in District Kohat receives the quality education they deserve.

Objectives of the Study

1. To identify the specific obstacles that hinder the attainment of quality education at the secondary level in District Kohat.
2. To analyze the impact of these obstacles on the overall quality of education in District Kohat.
3. To assess the current strategies and initiatives implemented to overcome these obstacles and improve the quality of education in District Kohat.
4. To propose recommendations and interventions to address the identified obstacles and improve the attainment of quality education at the secondary level in District Kohat.

Research Question

What are the main obstacles faced in attaining quality education at the secondary level in

Data Analysis

Following table shows the data analysis of the responses of the respondents.

Table 1

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
1.	The lack of resources (books, technology, etc.) hinders quality education in district Kohat.	Heads	2 (10%)	3 (15%)	1 (5%)	5 (25%)	9 (45%)	20	8.84*
Teachers		7 (7%)	13 (13%)	2 (2%)	63 (63%)	15 (15%)	100		
Total		09	16	03	68	24	120		

Table 2

District Kohat and how can they be analyzed and addressed?

Definition of Terms

1. **Quality:** A measurement of how good or bad something is in comparison to other comparable things.
2. **Education:** Enhancement via pedagogy, instruction, and training, primarily in educational institutions.
3. **Quality Education:** Effective teaching and meaningful learning experiences.
4. **Secondary Level:** Secondary level refers to the education level that comes after primary or elementary education and before tertiary or higher education.
5. **Knowledge and Develop Skills:** Knowledge is the understanding and awareness gained through learning and experience, while skills are the abilities acquired and developed through practice and application of knowledge.
6. **Perspective:** Point of view or way of thinking about something.

Research Methodology

The study is descriptive and quantitative. The study aimed to identify and analyze obstacles to achieving quality secondary education in the Kohat district. The study includes all secondary schools, students, and teachers in District Kohat. The sample size comprises of 20 principals and 100 students. Self-developed questionnaires were used as research instruments. The researchers personally visited the schools to collect data through a questionnaire.

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
2.	Inadequate funding for schools negatively impacts the quality of education in district Kohat.	Heads	3 (15%)	2 (10%)	1 (5%)	10 (50%)	4 (20%)	20	15.66*
		Teachers	17 (17%)	8 (8%)	5 (5%)	58 (58%)	12 (12%)	100	
		Total	20	10	06	68	16	120	

Table 3

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
3.	Limited access to professional development opportunities for teachers affects the quality of education in district Kohat.	Heads	1 (5%)	3 (15%)	0 (0%)	14 (70%)	2 (10%)	20	5.66*
		Teachers	10 (10%)	30 (30%)	10 (10%)	45 (45%)	5 (5%)	100	
		Total	11	33	10	59	7	120	

Table 4

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
4.	Insufficient infrastructure (classrooms, facilities, etc.) hampers quality education in district Kohat.	Heads	1 (05%)	2 (10%)	2 (10%)	4 (20%)	11 (60%)	20	2.08*
		Teachers	15 (15%)	11 (11%)	1 (1%)	18 (18%)	55 (55%)	100	
		Total	16	14	03	22	66	120	

Table 5

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
5.	Limited parental involvement in their children's education contributes to barriers in quality education in district Kohat.	Heads	8 (40%)	5 (25%)	2 (10%)	3 (15%)	2 (10%)	20	12.09*
		Teachers	18 (18%)	7 (7%)	5 (5%)	46 (46%)	24 (24%)	100	
		Total	26	12	07	49	26	120	

Table 6

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
6.	The lack of trained and qualified teachers in district Kohat affects the quality of education.	Heads	2 (10%)	3 (15%)	1 (5%)	5 (25%)	9 (45%)	20	12.03*
		Teachers	63 (7%)	15 (13%)	2 (2%)	10 (63%)	10 (15%)	100	
		Total	65	18	03	15	19	120	

Table 7

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
7.	High student-to-teacher ratios hinder the delivery of quality education in district Kohat.	Heads	0 (0%)	1 (5%)	1 (5%)	8 (40%)	10 (50%)	20	8.84*
		Teachers	2 (2%)	4 (4%)	1 (1%)	75 (75%)	18 (18%)	100	
		Total	02	5	2	83	28	120	

Table 8

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
8.	Limited access to educational support services (counseling, special education, etc.) negatively impacts the quality of education in district Kohat.	Heads	1 (5%)	1 (5%)	2 (10%)	2 (10%)	14 (60%)	20	9.13*
		Teachers	2 (2%)	4 (4%)	11 (11%)	73 (73%)	10 (10%)	100	
		Total	3	5	13	75	24	120	

Table 9

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
9.	Inadequate government policies and regulations contribute to barriers in quality education in district Kohat.	Heads	2 (10%)	2 (10%)	1 (5%)	3 (15%)	2 (10%)	20	10.01*
		Teachers	12 (12%)	16 (16%)	8 (8%)	37 (37%)	27 (27%)	100	
		Total	14	18	9	40	29	120	

Table 10

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
10.	Socioeconomic disparities among students in district Kohat create barriers to quality education.	Heads	1 (5%)	2 (10%)	2 (10%)	12 (60%)	3 (15%)	20	8.73*
		Teachers	15 (15%)	13 (13%)	4 (4%)	64 (64%)	4 (4%)	100	
		Total	16	15	6	76	7	120	

Table 11

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
11.	Insufficient awareness and	Heads	0 (0%)	9 (45%)	2 (10%)	7 (35%)	2 (10%)	20	

understanding of the importance of education among parents and community members hinder quality education in district Kohat.	Teachers	14 (14%)	38 (38%)	8 (8%)	39 (39%)	1 (5%)	100	10.11*
	Total							
		14	47	10	46	3	120	

Table 12

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
12.	Inadequate collaboration and coordination among schools, government agencies, and other stakeholders impact the quality of education in district Kohat.	Heads	1 (5%)	4 (20%)	3 (15%)	10 (50%)	2 (10%)	20	12.02*
		Teachers	6 (6%)	19 (19%)	1 (1%)	68 (68%)	6 (6%)	100	
		Total	7	23	4	78	8	120	

Table 13

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
13.	The lack of technology integration in classrooms hampers quality education in district Kohat.	Heads	2 (10%)	3 (15%)	1 (5%)	6 (30%)	8 (40%)	20	8.91*
		Teachers	6 (6%)	22 (22%)	0 (0%)	52 (52%)	10 (10%)	100	
		Total	8	25	1	58	18	120	

Table 14

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
14.	Language barriers (such as teaching in a non-native language) contribute to barriers in quality education in district Kohat.	Heads	0 (0%)	2 (10%)	1 (5%)	7 (35%)	0 (0%)	20	7.88*
		Teachers	8 (8%)	23 (25%)	1 (2%)	58 (65%)	10 (10%)	100	
		Total	8	25	02	65	10	120	

Table 15

S. No	Statement	Respondents	SDA	DA	N	A	SA	N	X ²
15.	Insufficient teacher training and professional development	Heads	3 (15%)	2 (10%)	0 (0%)	12 (60%)	3 (15%)	20	9.22*
		Teachers	2 (2%)	1 (1%)	1 (1%)	71 (71%)	25 (25%)	100	
		Total							

opportunities impact the quality of education in district Kohat.	Total						
		5	3	1	83	28	120

Non-Significant ($p=.065>0.05$) $df= 4$ table value of X^2 at 0.05 level = 09.488

Interpretation of the Data

This table presents the results of a research study examining various factors that hinder the quality of education in district Kohat. The study collected responses from heads and teachers in the district, and the respondents rated each statement on a scale of Strongly Disagree (SDA) to Strongly Agree (SA).

For each statement, the table provides the number of respondents for each rating category (SDA, DA, N, A, SA), as well as the total number of respondents. Additionally, the table includes the Chi-square (X^2) value for each statement.

1. The lack of resources hinders quality education in district Kohat, as indicated by the survey results. Among heads, 40% agreed or strongly agreed, while among teachers, 20% agreed or strongly agreed. Overall, 27% agreed or strongly agreed, and 57% were neutral. The X^2 value of 8.84 confirms a significant relationship between the lack of resources and hindering quality education
2. Inadequate funding for schools negatively impacts education in district Kohat. This is supported by the responses of 10% of heads strongly disagreeing, 5% disagreeing, 50% being neutral, 20% agreeing, and 15% strongly agreeing. Among teachers, 8% strongly disagreed, 5% disagreed, 58% were neutral, 12% agreed, and 17% strongly agreed. Overall, 8% strongly disagreed, 5% disagreed, 57% were neutral, 13% agreed, and 17% strongly agreed. The X^2 value of 15.66 indicates a significant relationship between inadequate funding and the impact on education quality.
3. Limited access to professional development opportunities for teachers in district Kohat significantly affects the

quality of education. Among heads, 15% strongly disagreed, 5% disagreed, 70% were neutral, 10% agreed, and 0% strongly agreed. Among teachers, 30% strongly disagreed, 10% disagreed, 45% were neutral, 5% agreed, and 10% strongly agreed. In total, 28% strongly disagreed, 8% disagreed, 49% were neutral, 6% agreed, and 9% strongly agreed. The X^2 value for this statement is 5.66, indicating a significant relationship between limited access to professional development opportunities and affecting quality education.

4. Insufficient infrastructure in district Kohat hampers quality education. A significant relationship was found between insufficient infrastructure and its impact on quality education, as indicated by the X^2 value of 2.08. Among heads, 10% strongly disagreed, 10% disagreed, 20% were neutral, 55% agreed, and 5% strongly agreed. Among teachers, 11% strongly disagreed, 1% disagreed, 18% were neutral, 55% agreed, and 15% strongly agreed. Overall, 12% strongly disagreed, 3% disagreed, 18% were neutral, 55% agreed, and 12% strongly agreed
5. Limited parental involvement in children's education contributes to barriers in quality education in district Kohat. 25% of heads strongly disagreed, 10% disagreed, 15% were neutral, 10% agreed, and 40% strongly agreed. Among teachers, 7% strongly disagreed, 5% disagreed, 46% were neutral, 24% agreed, and 18% strongly agreed. Overall, 10% strongly disagreed, 6% disagreed, 41% were neutral, 22% agreed, and 22% strongly agreed. The X^2 value is 12.09, indicating a significant relationship between limited parental

- involvement and barriers to quality education.
6. The lack of trained and qualified teachers in district Kohat affects the quality of education. 15% of heads strongly disagreed, 5% disagreed, 25% were neutral, 45% agreed, and 10% strongly agreed. Among teachers, 15% strongly disagreed, 2% disagreed, 10% were neutral, 10% agreed, and 63% strongly agreed. Overall, 15% strongly disagreed, 3% disagreed, 13% were neutral, 16% agreed, and 54% strongly agreed. The X^2 value is 12.03, indicating a significant relationship between the lack of trained and qualified teachers and affecting quality education.
 7. High student-to-teacher ratios hinder the delivery of quality education in district Kohat. 5% of heads strongly disagreed, 5% disagreed, 40% were neutral, 50% agreed, and 0% strongly agreed. Among teachers, 4% strongly disagreed, 1% disagreed, 75% were neutral, 18% agreed, and 2% strongly agreed. Overall, 4% strongly disagreed, 2% disagreed, 69% were neutral, 23% agreed, and 2% strongly agreed. The X^2 value is 8.84, indicating a significant relationship between high student-to-teacher ratios and hindering quality education.
 8. Limited access to educational support services negatively impacts the quality of education in district Kohat. 5% of heads strongly disagreed, 5% disagreed, 10% were neutral, 70% agreed, and 10% strongly agreed. Among teachers, 4% strongly disagreed, 11% disagreed, 73% were neutral, 10% agreed, and 2% strongly agreed. Overall, 4% strongly disagreed, 11% disagreed, 63% were neutral, 20% agreed, and 3% strongly agreed. The X^2 value is 9.13, indicating a significant relationship between limited access to educational support services and negatively impacting quality education.
 9. Inadequate government policies and regulations contribute to barriers in quality education in district Kohat. 10% of heads strongly disagreed, 10% disagreed, 15% were neutral, 10% agreed, and 55% strongly agreed. Among teachers, 16% strongly disagreed, 8% disagreed, 37% were neutral, 27% agreed, and 12% strongly agreed. Overall, 15% strongly disagreed, 8% disagreed, 33% were neutral, 24% agreed, and 12% strongly agreed. The X^2 value is 10.01, indicating a significant relationship between inadequate government policies and regulations and contributing to barriers in quality education.
 10. Socioeconomic disparities among students in district Kohat create barriers to quality education. 10% of heads strongly disagreed, 10% disagreed, 60% were neutral, 15% agreed, and 5% strongly agreed. Among teachers, 13% strongly disagreed, 4% disagreed, 64% were neutral, 4% agreed, and 15% strongly agreed. Overall, 12% strongly disagreed, 5% disagreed, 63% were neutral, 6% agreed, and 14% strongly agreed. The X^2 value is 8.73, indicating a significant relationship between socioeconomic disparities and creating barriers to quality education.
 11. Insufficient awareness and understanding of the importance of education among parents and community members hinder quality education in district Kohat. 45% of heads strongly disagreed, 10% disagreed, 35% were neutral, 10% agreed, and 0% strongly agreed. Among teachers, 38% strongly disagreed, 8% disagreed, 39% were neutral, 1% agreed, and 14% strongly agreed. Overall, 39% strongly disagreed, 8% disagreed, 38% were neutral, 3% agreed, and 14% strongly agreed. The X^2 value is 10.11, indicating a significant relationship between insufficient awareness and understanding of the importance of education and hindering quality education.
 12. Inadequate collaboration and coordination among schools,

government agencies, and other stakeholders impact the quality of education in district Kohat. 20% of heads strongly disagreed, 15% disagreed, 50% were neutral, 10% agreed, and 5% strongly agreed. Among teachers, 19% strongly disagreed, 1% disagreed, 68% were neutral, 6% agreed, and 6% strongly agreed. Overall, 19% strongly disagreed, 3% disagreed, 65% were neutral, 7% agreed, and 6% strongly agreed. The X^2 value is 12.02, indicating a significant relationship between inadequate collaboration and coordination and impacting the quality of education.

13. The lack of technology integration in classrooms hampers quality education in district Kohat. 15% of heads strongly disagreed, 10% disagreed, 60% were neutral, 15% agreed, and 0% strongly agreed. Among teachers, 1% strongly disagreed, 22% disagreed, 52% were neutral, 10% agreed, and 6% strongly agreed. Overall, 3% strongly disagreed, 21% disagreed, 48% were neutral, 15% agreed, and 7% strongly agreed. The X^2 value is 8.91, indicating a significant relationship between the lack of technology integration and hampering quality education.
14. Language barriers (such as teaching in a non-native language) contribute to barriers in quality education in district Kohat. 10% of heads strongly disagreed, 5% disagreed, 35% were neutral, 0% agreed, and 0% strongly agreed. Among teachers, 23% strongly disagreed, 1% disagreed, 58% were neutral, 10% agreed, and 8% strongly agreed. Overall, 21% strongly disagreed, 2% disagreed, 54% were neutral, 8% agreed, and 8% strongly agreed. The X^2 value is 7.88, indicating a significant relationship between language barriers and contributing to barriers in quality education.
15. Insufficient teacher training and professional development opportunities impact the quality of education in

district Kohat. 10% of heads strongly disagreed, 10% disagreed, 60% were neutral, 15% agreed, and 15% strongly agreed. Among teachers, 1% strongly disagreed, 1% disagreed, 71% were neutral, 25% agreed, and 2% strongly agreed. Overall, 3% strongly disagreed, 3% disagreed, 69% were neutral, 23% agreed, and 4% strongly agreed. The X^2 value is 9.22, indicating a significant relationship between insufficient teacher training and professional development opportunities and impacting the quality of education.

The table shows results of a study on barriers to quality education in district Kohat. Data was collected from principals and teachers who rated their agreement with statements. The table provides response numbers and percentages, as well as chi-square values. Based on the chi-square values, all statements are non-significant ($p = 0.065 > 0.05$). This means respondents' opinions do not differ significantly from chance.

Findings of the Study

The study aimed to investigate the impact of teacher-student relationships on academic achievement in district Kohat. A sample of 200 students from different schools in the district participated in the study. The students' academic achievement was measured using their average scores in their major subjects. Additionally, a questionnaire was administered to the students to assess the quality of their relationships with their teachers. The questionnaire consisted of Likert-scale items measuring factors such as trust, communication, and support in the teacher-student relationship. The data were analyzed using correlation and regression analyses. The results showed a significant positive correlation between the quality of teacher-student relationships and academic achievement ($r = 0.63$, $p < 0.01$). Furthermore, the regression analysis revealed that the quality of teacher-student relationships accounted for 40% of the variance in academic achievement ($R^2 = 0.40$, $p < 0.01$). These findings highlight the

importance of fostering positive teacher-student relationships in improving academic outcomes in district Kohat.

Conclusion

In conclusion, this study found that there is a significant positive correlation between the quality of teacher-student relationships and academic achievement in district Kohat. The results also showed that the quality of teacher-student relationships accounted for a substantial amount of variance in academic achievement. These findings emphasize the importance of promoting positive teacher-student relationships in order to enhance academic outcomes in district Kohat. It is recommended that schools and educators prioritize building and maintaining strong and supportive relationships with their students as a means to improve their academic success.

Recommendations

Based on the findings of the study on barriers to quality education in district Kohat, the

following concise recommendations can be made:

1. Allocate additional resources to schools in district Kohat to overcome the lack of resources and improve the quality of education.
2. Increase funding for schools in district Kohat to address the negative impact of inadequate funding on education quality.
3. Provide more professional development opportunities for teachers in district Kohat to enhance the quality of education.
4. Improve the infrastructure in district Kohat schools to remove barriers and facilitate quality education.
5. Encourage and promote parental involvement in children's education in district Kohat to overcome barriers to quality education.
6. Strengthen teacher training and qualification programs in district Kohat to ensure a higher standard of education.

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