PERCEIVED EFFECT OF ACADEMIC MANAGEMENT HEADS ON SCHOOLS' PERFORMANCE AT SECONDARY LEVEL

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ABSTRACT

Management is life blood and back bone of any institution. Academic management is related to academic matters like curriculum development, curriculum delivery, students' examination, monitoring classroom activities. The study was descriptive in nature. All secondary schools' teachers and students in Southern districts of KPK were population of the study. The total numbers of respondents as samples were (n = 330 out of 1650 in which 165 i.e. 110 were Public male and female whereas 55 Private male and female out of 825 teachers were taken from each district respectively. The proportional stratified random sampling technique was used. The main objective of study was perceived effect of heads academic management on schools performance at secondary level in Southern districts of KP, Pakistan. Frequency and Percentage were used to identify the perceived effect of heads academic management on schools performance and linear regression was used for knowing the impact of heads academic management on schools performance at secondary level. The study was confined to Public and Private Schools of district Bannu and Lakki Marwat. The results and discussion show that heads academic management significantly affected the Public and Private Schools performances at Secondary level.

Keywords: *Heads Academic Management, Academic Performance, Public and Private Secondary Schools, Southern Districts.*

INTRODUCTION

Management is the process where human resource of an organization designs to ensure cooperation, participation and intervention among people by involving others to attain effective predetermined objectives of institution; learning of values, attitude, information and skills come under the umbrella of educational management where individuals work together in groups to achieve the selected objectives (Shahid, 2002; Choudhary, 2003). Management of head influences climate and progress of school, attitude and morale of staff as well as cooperation among them by directing efforts to achieve the target. Heads of secondary schools manage educational programs, students support, counseling, parent-communication, organization, personnel, finance and facilities pertaining schools and curriculum management is process in which detailed curricular calendar and co-curricular activities is prepared, timetable is drawn and teachers are involved in developing a systematic approach to transact the curriculum (Reddy, 2006; Govinda, 2002).

The staff distribution and supervision, supervision of meetings and classification of students' exams, school timetable, students' homework, parents' cooperation, hostels and students' games are under umbrella of school based management; academic management manages academic matters such as curriculum development and delivery, conduction of students' exams, monitoring classroom activities, teachers' appraising, providing feedback to school teachers in order to enhance teaching learning process (Macnee, 2005; Shami & Bashir, 2007). The academic management supervises teachers' instructions, maintain students' records, evaluate students' achievement; it verifies the overall school records, examination registers and even progress reports; it also prepares instructional materials like handbooks in schools, guidebooks, notes and schemes of lesson plans; it carefully supervises co-curricular activities and conduct surveys, researches as well as experimentations in the school (Mohanty, 1998). The heads provide academic guidance and counseling to students, organize and coordinate both internal as well as external exams of school students, make strategies to address students' complaints, develop students' skills, interests as well as aptitudes among other students and monitor students' activities in schools as per curriculum requirement (UNESCO, 1993).

LITERATURE REVIEW

(Macnee, 2005) claimed that school-based management is a process in which school staff is distributed and supervised, staff meetings are arranged, life is corporate, students' exams are classified, teachers' records are checked, time-table is prepared, homework is done and other activities like parental cooperation, hostels and games are managed (Katozai, 2011). (Mukhopadyay, 2005) mentioned that budgeting, accounting, resource development as well as optimization of resources and auditing are several financial management in educational institutions comprising planning and management relating to admission, instructions, examinations curriculum, and management of co-curricular tricks of secondary school. (Shami & Waqar, 2007) explained that office management is the distinct process of understanding and knowing about what a file is and what kind of activities involved in an opening and closing of file and how to protect file from destruction, office management consists of planning, organizing resources, leading and controlling of office management components which include communication of the office, managing the office meetings and preparation of various drafts.

(Jackson & Schular, 2003) explained that human management refers to all those activities which a secondary school carries out to affect the behaviors of all those people (staff and subordinates), who work for school, because behaviors of people (staff and subordinates) influence the productivity (school performance), customer (students) satisfaction and a mixture of other important measures of organization efficiency (performance). Keating and Croft (2006) found that the curriculum management simply means implementation of

the curriculum at school level. (Offarma, 2005) claimed that curriculum management involves the activities which are associated with planning, organizing, regulating, co-coordinating, developing, implementing and evaluating the curriculum to achieve its objectives (Quraishi & Khatoon, 2008) claimed that head of Secondary School have to work with teachers to strengthen teachers' skills and make coordination with students, parents as well as community members in order to improve the academic achievement of students (Chauhan, 2009; Egbo, 2010) claimed that guidance is and organized part of the educational process which help the student to mature him in his own power, to give power and direction to his own life before reaching to closing stages. (Mallum, 2000) described that counseling is process in which a professional counselor helps the person in troubles or problems and due to which the person modify his/her behavior, clarify his/her attitude, ideas and goals so that the problems of that person may be solved.

Objectives of Study

The following were the objectives of the study:

➢ To identify the perceived effect of heads academic management on Public and Private Schools performance at Secondary level in the Southern districts of Khyber Pakhtunkhwa.
➢ To see the impact of heads academic management on Public Schools performance at Secondary level in the Southern districts of Khyber Pakhtunkhwa.
➢ To know the impact of heads academic management on Private schools performance at Secondary level in the Southern districts of Khyber Pakhtunkhwa.

Hypotheses of Study

The following were the hypotheses of the study:

➢ There is no significant impact of heads academic management on Public Schools performance at Secondary level in the Southern districts of Khyber Pakhtunkhwa.
➢ There is no significant impact of heads academic management on Private Schools performance at Secondary level in the Southern districts of Khyber Pakhtunkhwa.

RESEARCH METHODOLOGY

Design of Study
The study was descriptive in nature however different statistical tools are applied to find the answers of research questions.

Population and Sample
All teachers of both genders (Male & Female) at Secondary School level of both Public and Private Schools in Southern district of Khyber Pakhtunkhwa, Pakistan were the

population of the study. From this population a sample was drawn by using the statistical formula. The data was collected from the respondents by using the five points Likert ranging from 1 to 5.

Data Analysis

Data was properly analyzed through SPSS (Version 16.0). Frequency and Percentage were used to identify the perceived effect of heads academic management on schools performance and linear regression was used for knowing the impact of heads academic management on schools performance at Secondary level in the southern districts of Khyber Pakhtunkhwa, Pakistan.

RESULTS AND DISCUSSIONS

Frequency, percentage was used for the identification of perceived effect of heads academic management on school performance at secondary level in the southern districts of Khyber Pakhtunkhwa. To find out impact of heads academic management on school performance at Secondary School level, linear regression was used.

Table 1 (Part-I): Teachers Response about Curriculum Management

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
1	Teaching-Learning Process	Public School	Freq	150	57	2	4	7	220
			%age	68	26	1	2	3	100
		Private School	Freq	62	32	8	0	8	110
			%age	57	29	7	0	7	100
2	Academic Activities	Public School	Freq	88	94	16	6	16	220
			%age	40	43	7	3	7	100
		Private School	Freq	50	36	8	8	8	110
			%age	46	33	7	7	7	100
3	Guidance for Curriculum Implementation	Public School	Freq	71	38	34	39	38	220
			%age	32	17	16	18	17	100
		Private School	Freq	48	16	8	8	30	110
			%age	44	15	7	7	27	100
4	Academic Calendar	Public School	Freq	86	64	16	27	27	220
			%age	39	29	8	12	12	100
		Private School	Freq	22	34	18	13	23	110
			%age	20	31	16	12	21	100
5	School Timetable	Public School	Freq	97	40	10	40	33	220
			%age	44	18	5	18	15	100
		Private School	Freq	40	20	12	17	21	110
			%age	36	18	11	16	19	100
6	Head Involvement	Public School	Freq	85	34	37	39	25	220
			%age	39	16	17	18	10	100
		Private School	Freq	24	24	16	28	18	110
			%age	22	22	14	26	16	100

Table 1 (Part-II): Teachers Response about Curriculum Management

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
7	Recommended Schemes of Studies	Public School	Freq	30	67	5	42	76	220
			%age	14	31	2	19	34	100
		Private School	Freq	32	20	16	16	26	110
			%age	29	18	15	15	23	100
8	Subjects Adjustment	Public School	Freq	131	60	0	17	12	220
			%age	60	27	0	8	5	100
		Private School	Freq	24	44	12	13	17	110
			%age	21	40	11	12	16	100
9	School Performance	Public School	Freq	36	65	5	38	76	220
			%age	16	30	2	17	35	100
		Private School	Freq	36	28	12	13	21	110
			%age	33	26	11	12	18	100
10	Curriculum Facilities	Public School	Freq	91	81	6	26	16	220
			%age	41	37	3	12	7	100
		Private School	Freq	40	46	8	8	8	110
			%age	37	42	7	7	7	100
11	School Annual Reports	Public School	Freq	64	69	16	34	37	220
			%age	29	31	7	16	17	100
		Private School	Freq	41	32	12	8	17	110
			%age	37	29	11	7	16	100
12	Use of Instructional A.V. Aids	Public School	Freq	76	79	9	37	19	220
			%age	35	36	4	17	8	100
		Private School	Freq	48	12	8	12	30	110
			%age	44	11	7	11	27	100
13	Utilization of Laboratories	Public School	Freq	86	72	18	24	20	220
			%age	39	33	8	11	9	100
		Private School	Freq	32	24	16	28	10	110
			%age	29	22	14	26	9	100

Table 1 (Part-III): Teachers Response about Curriculum Management

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
14	Resource Availability	Public School	Freq	78	67	17	5	53	220
			%age	35	30	8	3	24	100
		Private School	Freq	40	20	8	21	21	110
			%age	37	18	7	19	19	100
15	Utilization of Available Resources	Public School	Freq	76	102	17	17	8	220
			%age	35	46	8	8	3	100
		Private School	Freq	32	24	16	16	22	110
			%age	29	22	15	15	19	100
16	Modern Facility	Public School	Freq	88	82	13	14	23	220
			%age	40	37	6	6	11	100
		Private School	Freq	32	20	12	25	21	110
			%age	29	18	11	23	19	100

Table 2 (Part-I): Teachers Response about Teacher Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
1	Teacher Professional Skills	Public School	Freq	88	67	7	27	31	220
			%age	40	31	3	12	14	100
		Private School	Freq	36	28	4	21	21	110
			%age	33	25	4	19	19	100
2	Solution of Problems	Public School	Freq	45	54	13	53	55	220
			%age	20	25	6	24	25	100
		Private School	Freq	36	24	8	25	17	110
			%age	33	22	7	23	15	100
3	Instructional Material	Public School	Freq	106	67	9	22	16	220
			%age	48	31	4	10	7	100
		Private School	Freq	28	32	8	33	9	110
			%age	26	29	7	30	8	100
4	Teachers Lesson Plans	Public School	Freq	95	86	4	10	25	220
			%age	43	39	2	5	11	100
		Private School	Freq	43	30	9	8	20	110
			%age	39	27	8	7	18	100
5	Evaluation of Teaching Skills	Public School	Freq	72	38	37	26	47	220
			%age	33	17	17	12	21	100
		Private School	Freq	40	16	8	16	30	110
			%age	36	15	7	15	27	100

Table 2 (Part-II): Teachers Response about Teacher Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
6	Supervision of Teachers Activities	Public School	Freq	63	92	29	18	18	220
			%age	29	42	13	8	8	100
		Private School	Freq	18	30	16	13	33	110
			%age	17	27	15	11	30	100
7	Moral of Teaching Staff	Public Schools	Freq	98	82	4	16	20	220
			%age	45	37	2	7	9	100
		Private Schools	Freq	48	20	8	17	17	110
			%age	43	18	7	16	16	100
8	Progress of Teachers Activities	Public School	Freq	77	100	15	18	10	220
			%age	35	46	7	8	4	100
		Private School	Freq	28	28	20	13	21	110
			%age	26	26	18	11	19	100
9	Teachers Motivation	Public Schools	Freq	61	23	22	43	71	220
			%age	28	10	10	20	32	100
		Private Schools	Freq	43	30	9	8	20	110
			%age	39	28	8	7	18	100

Table 3: Teachers Response about Teacher and Student Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
1	Teachers Appreciation	Public School	Freq	78	59	17	13	53	220
			%age	35	27	8	6	24	100
		Private School	Freq	28	20	20	28	14	110
			%age	26	18	18	25	13	100
		Public	Freq	82	55	18	27	38	220

2	Students Evaluation	School	%age	37	25	8	13	17	100
		Private School	Freq	46	24	6	14	20	110
			%age	42	22	5	13	18	100
3	Students Guidance	Public School	Freq	142	60	4	9	5	220
			%age	65	27	2	4	2	100
		Private School	Freq	32	24	12	21	21	110
			%age	29	22	11	19	19	100

Table 4 (Part-I): Teachers' Responses about Students' Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
1	Students Examinations	Public School	Freq	80	74	15	25	26	220
			%age	36	34	7	11	12	100
		Private School	Freq	24	40	20	13	13	110
			%age	22	36	18	12	12	100
2	Co-ordination with Exam Staff	Public School	Freq	84	88	17	13	18	220
			%age	38	40	8	6	8	100
		Private School	Freq	36	24	8	21	21	110
			%age	33	22	7	19	19	100
3	Students Grievances	Public school	Freq	80	91	19	14	16	220
			%age	37	41	9	6	7	100
		Private School	Freq	44	12	12	16	26	110
			%age	40	11	11	14	24	100
4	Development of Students Skills	Public School	Freq	75	96	10	15	24	220
			%age	34	44	4	7	11	100
		Private School	Freq	36	24	4	16	30	110
			%age	33	22	4	14	27	100

Table 4 (Part-II): Teachers' Responses about Students' Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
5	Monitoring of Students' Activities	Public School	Freq	87	72	27	10	24	220
			%age	40	33	12	4	11	100
		Private School	Freq	32	24	16	21	17	110
			%age	29	22	15	19	15	100
6	Consultation for Children Development	Public School	Freq	71	98	19	28	4	220
			%age	32	45	9	12	2	100
		Private School	Freq	24	28	20	17	21	110
			%age	22	26	18	15	19	100
7	Students' Work Checking	Public School	Freq	79	86	13	23	19	220
			%age	36	39	6	10	9	100
		Private School	Freq	13	32	8	25	32	110
			%age	12	30	7	22	29	100
8	Students' Regularity	Public School	Freq	102	86	14	16	2	220
			%age	47	39	6	7	1	100
		Private School	Freq	54	32	8	8	8	110
			%age	50	29	7	7	7	100

Table 4 (Part-III): Teachers' Responses about Students Supervision

SN	Statements	School	F & %age	SA	A	UD	DA	SDA	Total
9	Peace Maintenance	Public school	Freq	94	82	13	10	21	220
			%age	43	37	6	4	10	100
		Private school	Freq	44	32	8	13	13	110
			%age	40	29	7	12	12	100
10	Students' Discipline	Public school	Freq	62	76	8	45	29	220
			%age	28	35	3	21	13	100
		Private school	Freq	62	18	16	6	8	110
			%age	56	16	15	6	7	100
11	Students' Academic Improvement	Public school	Freq	76	104	17	17	6	220
			%age	34	47	7	7	3	100
		Private school	Freq	28	24	16	21	21	110
			%age	26	22	14	19	19	100
12	Different Meetings	Public School	Freq	90	86	14	16	14	220
			%age	41	39	6	8	6	100
		Private School	Freq	36	28	0	25	21	110
			%age	33	26	0	22	19	100
13	Students Morale Development	Public School	Freq	102	94	15	6	3	220
			%age	46	43	7	3	1	100
		Private School	Freq	28	44	12	13	13	110
			%age	26	40	10	12	12	100
14	Students' Reward	Public School	Freq	66	70	38	14	32	220
			%age	30	32	17	6	15	100
		Private School	Freq	36	32	12	21	9	110
			%age	33	29	11	19	8	100
15	Students Participation in Co-Curricular Activities	Public School	Freq	91	83	17	17	12	220
			%age	41	38	8	8	5	100
		Private School	Freq	62	16	12	16	4	110
			%age	56	15	10	15	4	100

Table II: Impact of Heads Academic (Teacher Supervision) Management on Public and Private Schools Performance

Ho: There is no impact of heads academic (Teacher Supervision) management on Public and Private schools performance at secondary level in southern districts of Khyber Pakhtunkhwa

Dependent Variable	Predictor	Respondent	R	R Square	df	F-value	P-value	Beta Score	Sig
School Performance	Teacher Supervision	Public School Teachers	.555a	.308	1 219	9.304	.000a	.277	.000
		Private School Teachers	.757a	.573	1 109	13.259	.030a	.384	.000

Table-III: Impact of Students' Supervision on School Performance

Ho: There is no impact of heads academic (Students Supervision) management on Public and Private schools performance at secondary level in southern districts

Dependent Variable	Predictor	Respondent	R	R Square	df	F-value	P-value	Beta Score	Sig
School Performance	Students Supervision	Public School Teachers	.468a	.219	1 219	3.330	.021a	.169	.000
		Private School Teachers	.920a	.847	1 109	29.966	.004a	.571	.000

DISCUSSION

Table 1 (Part-I) describes that 68% respondents of public schools and 57% respondents of Private school were agree with the statement that (head of school provides encouraging environment for teaching-learning process), 40% respondents of Public schools and 46% respondents of Private schools were agree with the statement that (head formulates the academic activities of school). In the same table, 32% respondents of Public schools and 44% respondents of Private schools were agree with the statement that (head provides guidance for implementation of curriculum) and 39% respondents of Public schools and 31% respondents of Private schools were agree with the statement that (head prepares annual academic calendar for curricular and co-curricular activities). 44% respondents of Public schools and 36% of Private schools were agree with the statement that (head prepares time-tables of school keeping in view the qualification of teachers), 39% respondents of Public schools and 22% respondents of Private schools were agree with the statement that (head involves in implementation of curriculum).

Table 1 (Part-II) indicates that 31% respondents of Public schools and 29% of Private schools were agree with the statement that (teachers teach recommended schemes of studies of their heads), and 60% respondents of Public schools and 40% respondents of Private schools were agree with the statement that (head adjusts subjects in time-table according to teacher importance). 30% respondents of Public schools and 33% respondents of Private schools were agree with the statement that (head reviews the performance of the school in and outside of class), 41% respondents of Public schools and 37% respondents of Private schools were agree with the statement that (head checks and provides the facilities relating to curriculum). 39% respondents of Public schools and 29% respondents of Private schools were agree with the statement that (head ensures the active use of laboratories).

Table 1 (Part-III) shows that 35% respondents of Public schools and 37% respondents of Private school were agree with the statement that (head ensures the availability of teaching-learning resources). In the same table, 46% respondents of Public schools and 29% respondents of Private schools were agree with the statement that (head ensures

effective utilization of available resources), and 40% respondents of Public schools and 29% respondents of Private schools were agree with the statement that (head ensures the availability of modern facilities in the school).

Table 2 (Part-I) presents that 40% respondents of Public schools and 33% respondents of Private schools were agree with the statement that (head of School assigns subjects to the teachers keeping in view their professional skills/competences), 25% respondents of Public schools and 33% respondents of Private schools were agree with the statement that (head provides professional guidance to teachers for solving problems). In the same table, 48% respondents of Public schools and 29% respondents of Private schools were agree with the statement that (head provides professional guidance to the teachers in selection of instructional material) and 43% respondents of Public schools and 39% respondents of Private schools were agree with the statement that (head checks the schemes of studies and lesson plans of teachers); 33% respondents of Public schools and 36% respondents of Private schools were agree with the statement that (head evaluates teachers' teaching skills/ methods).

Table 2 (Part-II) reveals that 42% respondents of Public schools and 27% respondents of Private schools were agree with the statement that (head supervise the teachers overall activities in and out-side the classroom). In the same table, 45% respondents of Public schools and 48% respondents of Private schools were agree with the statement that (head boosts the moral of School teaching staff) and 46% respondents of Public schools and 26% respondents of Private schools were agree with the statement that (head reviews periodically the progress of teachers in various activities). 28% respondents of Public schools and 39% respondents of Private schools were agree with the statement that (heads communicate, discusses and motivate the teaching staff of school for active participation in the teaching-learning process)

Table 3 demonstrates that 35% respondents of Public schools and 26% respondents of Private schools were agree with the statement that (head ensures the appreciation of teachers on their better performance). In the same table, 37% respondents of Public schools and 42% respondents of Private schools were agree with the statement that (head ensures students proper evaluation), 35% respondents of Public schools and 26% respondents of Private schools were agree with the statement that (head counsels and guides the students for academic purposes).

Table 4 (Part-I) exposes that 36% respondents of Public schools and 36% respondents of Private schools were agree with the statement that (head focuses on the organization of internal examinations of students), 40% respondents of Public schools and 33% respondents of Private schools were agree with the statement that (head co-ordinates with the external exam-staff in the external examination of students). In the same table, 37% respondents of Public schools and 40% respondents of Private schools were agree with the statement that (head addresses the grievances of students properly), 34% respondents of Public schools and 33% respondents of Private schools were agree with the statement that (head develops skills, interests and aptitude of students).

Table 4 (Part-II) certifies that 40% respondents of Public schools and 29% respondents of Private schools were agree with the statement that (head monitors students' activities according to curriculum requirements), 45% respondents of Public schools and 26% respondents of Private schools were agree with the statement that (head makes consultation with parents for educational development of the children). In the same table, 39% respondents of Public schools and 30% respondents of Private schools were agree with the statement that (head ensures that students' work (class/home) is marked and checked in classes properly), 47% respondents of Public schools and 50% respondents of Private schools were agree with the statement that (head ensures regularity and punctuality of teaching staff and students).

The impact of curriculum management on school performance is given in table-I. The square of multiple R (.647a), is the variance having value R (.418), shows a relation between independent variable (curriculum management) and dependent variable (school performance). The upper and lower values of the sixth column for independent variable and number of all the responses of all dependent variables are 1 and 219 in sixth column. In the seventh column, 9.618 are of F value and is significant at.000 significance level. Beta score .266 is extremely significant at .001a level of significance. The above explanation shows the Ho rejection and explains that there is impact of curriculum management on public schools performance. In second part of the same table, square of multiple R (.836a), is variance having value R (.698), shows relation between independent variable (curriculum management) and dependent variable (school performance). The above explanation indicates the rejection of Ho which explains that there is no impact of curriculum management on private school performance. There is no significant difference in views of public and private schools teachers regarding curriculum management and school performance.

The impact of teacher supervision on school performance is given in table-II. The square of multiple R (.555a), is the variance having value R (.308), shows a relation between independent variable (teacher supervision) and dependent variable (school performance). The upper and lower values of the sixth column for independent variable and number of all the responses of all dependent variables are 1 and 219 in sixth column. In the seventh column, 9.304 are of F value and is significant at.000 significance level. Beta score .277 is extremely significant at .000a level of significance. The above explanation shows the Ho rejection and explains that there is impact of teacher supervision on public schools performance. Square of multiple R (.757a) is the variance having value R (.573) shows a relation between independent variable (teacher supervision) and dependent variable (school performance) in the second portion of above table. The above explanation indicates the rejection of Ho which explains that there is impact of teacher supervision on private school performance. There is no significant difference between the views of public and private schools teachers regarding teacher supervision and school performance.

The impact of students' supervision on school performance is given in table-III. The square of multiple R (.468a), is the variance having value R (.219), shows a relation between independent variable (students supervision) and dependent variable (school performance). The upper and lower values of the sixth column for independent variable and number of all the responses of all dependent variables are 1 and 219 in sixth column. In the seventh column, 3.330 are of F value and is significant at.000 significance level. Beta score .169 is significant at .021a level of significance. The above explanation shows the Ho rejection and explains that there is impact of students' supervision on public schools performance. Square of multiple R (.920a), is the variance having value R (.847) shows a relation between independent variable (students' supervision) and dependent variable (school performance) in the second portion of above table. The above explanation indicates the rejection of Ho which explains that there is impact of students' supervision on private school performance. Views of public and private schools teachers are same regarding students' supervision and school performance.

CONCLUSION
The following conclusion was drawn on the basis of findings and discussion:
Teaching-learning process has great impact (perceived effect) on Public and Private schools performance. There was great significant effect of academic activities on Public as well as on Private school. Guidance for curriculum implementation and academic calendar for curricular and co-curricular activities has significant effect on school performance whether public or private school performance. There was strong relation between school time-table and Public as well as Private school performance. Head involvement and recommended schemes of studies have significant effect on school performance. Subjects adjustment have no effect on Public while have effect on Private school performance. Revision of school performance has great effect on school performance. Curriculum facilities has significant effect on Private school while has no effect on Public School. Preparation of school annual reports has no effect on Public while has significant effect on Private school performance. Modern facility has been found significant in case of Public as well as in Private school performance. Solution of Problems and instructional material has been found significant on school performance of both Public and Private.

Teachers' lesson plans have been found significant in Public while insignificant in Private school performance. Evaluation of teaching skills has been found significant in Public as well as in Private school performance. Supervision of teachers' activities and moral of teaching staff was significant in public and private school performance. Progress of teachers' activities was significant in case of public and private school performance. Teachers' appreciation was significant in public and private school performance. Students' evaluation and guidance of students was insignificant in public and private school performance. Development of students' skills was significant regarding Public and Private school performance. Monitoring of students activities has been found significant regarding Public and Private school performance. Students' regularity has been found insignificant in case of Public and significant in case of Private school performance. Students discipline has not showed any sign of significance but showed in case of Private school performance. Student reward was found insignificant in case of Public school performance while

significant in case of Private school performance. Students' morale development and students participation in co-curricular activities has been found significant in case of Public as well as in case of Private school performance.

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