



Declines Related to School Governance, Management and Ownership Structures in Semi-Government Schools of KP: Strategies for Revival and Sustainable Development

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Abstract

This study examines the factors influencing the performance of semi-government schools in Khyber Pakhtunkhwa (KP), focusing on governance, management, and ownership structures. Using a descriptive research design, quantitative data were collected from 201 principals of government high schools across the districts of Peshawar, Mardan, and Charsadda through a structured questionnaire. The study investigated the relationships between school performance and key variables, including Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction, and School Learning Environment. Chi-Square tests revealed statistically significant associations between all variables and school performance ($p < 0.001$). Correlation analysis identified strong positive relationships with funding and teacher satisfaction, while parental dissatisfaction and poor learning environments negatively impacted performance. Regression analysis demonstrated that the final model accounted for 54.3% of the variance in school performance ($R^2 = 0.543$, with funding and management emerging as the most critical predictors. The findings emphasize the need for increased funding, improved management practices, and teacher motivation to enhance school outcomes. Additionally, concentration on parental concerns and creating supportive learning environments are essential for sustainable development. This paper explores actionable insights for policymakers and stakeholders to develop targeted strategies for improving the performance and sustainability of semi-government schools in KP.



1. INTRODUCTION

Education is no longer considered as a 'privilege'. In the beginning, the sole purpose of education was to inculcate a set of moral values among a few selected people. 'Social skills' remained the only objective of education but the industrial revolution in Europe affected every aspect of human culture and civilization. Developing the skills for earning bread and butter got more importance than before. Education turned into one of the basic human rights. The states were explicitly held responsible for the provision of education to all its citizens (Ashraf et al., 2024). Like any other country in the world, the Constitution of Pakistan proclaims 'education' as one of the basic needs of the citizens like food, housing, clothing, and medical facilities and the state is held responsible for providing "basic necessities to its each and every citizen irrespective of sex, caste, creed, and race" (Article, 38-d). Section 25(a) of the Constitution declares that the state shall provide free and compulsory education to all children from age 6 to 16 (Dhuru & Thapliyal, 2021). The article 37(b) of the Constitution of Pakistan binds the government to "remove illiteracy and provide free and compulsory secondary education within possible period." Furthermore, Pakistan is also a signatory of Millennium Development Goals (MDGs) and in pursuance of achieving MDGs, the governments are bound to 'ensure that all boys and girls complete a full course of primary schooling' (Niaz, 2020).

Since the creation of Pakistan, 'education' has remained a dismal story both in quantitative and qualitative aspects. Neither the literacy rate could be increased as much as in the neighboring countries nor could be the quality of education raised up to international standards. Ten National Education Policies have been announced in a period of 65 years but the situation is not encouraging (Jamil, 2023). For the last some centuries, governments have assumed the responsibility of educating its youth. All over the world, the governments have established a school system run by the public finances. These government-run institutions, often called public or government schools, became the main tool for providing education to masses. If the condition of education in a country is not good, the onus must be on the government and ultimately on the government sector schools (Bastos, 2021).

Keeping in view that bulk of the budget was allocated for current expenditures; a major portion of the development expenditure remained unutilized. It simply shows that education is at least priority of the government and consequently, the supply of education both in terms of quantity and quality could not match with the ever increasing needs and demands of the people. Academic achievements of students of public schools are also a matter of concern (Banu, 2022). According to South Asia Forum for Education Development (SAFED) report (2012), 58 per cent children of primary classes of public schools in Pakistan are unable to read a single sentence in Urdu or in their mother language and 75 per cent of the children cannot read a sentence in English. Learning levels of the children in arithmetic were even more alarming as 40.1 per cent of them could do two-digit subtraction sums with carry while only 23.6 per cent could do three-digit division. The Learning and Educational Achievements in KP Schools (LEA) report, 2007 concluded that achievement level of the students of the private schools is significantly higher than those of the public schools. They reported "Children in public schools will be among the worst performing 20 percent in private schools in English, and the worst performing 30 percent in Urdu"; and they "will take 1.5-2.5 years to catch up to private school children in Class 3" (Vdovin et al., 2024).



Inability to deliver quality education by the public schools has provided the private sector a space to flourish. All the indicators show a substantial progress of the private sector during last two decades. Sixty five percent of the total private schools are situated in KP and make 32% of the total schools of the province (Gunawan et al., 2024). Moreover, if we take into account the opinion of parents of public and private school going children, statistics shows that 56% of parents were dissatisfied with the public schools in Pakistan (Ramdzan et al., 2024). The same results were found regarding parents' dissatisfaction with public schools in KP also (Matsushita, 2024). Whatever the causes may be, the case against the public schools needs no stronger argument except the parents' dissatisfaction. It's for sure that parents are reluctant to send their children to the public schools. They are slipping away from the government-run schools and ready to invest more money on their children's education in private institutions. In a status conscious society like ours, mostly the parents coming from a higher socio-economic background do not send their children to public schools (Hayat & Butt, 2023). Even parents coming from lower or poorer family backgrounds are in search of alternatives for better education of their children. Furthermore, as pointed out by Ali (2023), government cannot provide education to all children through public system, especially with respect to quality, and hence private sector is viewed as a partner. But more expanded role of the private sector than is needed will mar the efforts to increase the standards of public schools. A great majority of parents seems dissatisfied with the public schooling and this dissatisfaction has emerged as a significant factor of concern for public officials. Educational environment, teacher-student ratio, parents' education, their income and profession, and smaller size of classes at private schools are the few reasons that propel parents to send their children to private schools (Kumari, 2023). But now the illiterate and poor parents from rural areas are also concerned with teachers' dedication instead of the decorated buildings of the institutions (Dandan, 2023).

The public schools still have greater enrolments. But 'despite being staffed with better-educated and better-paid teachers, they now seem in a competition with the private schools in enrolments of the children even in rural areas (Noreen, 2023). A comparison of reports of Pakistan Social and Living Standards Measurement (PSLM) for the years 2018-19 (Government of Pakistan, 2020) and 2020-21 (Government of Pakistan, 2022) further strengthens the argument by reporting that gross enrollment rate for government primary schools (age 5-9) in KP has decreased by 2% over a short period of six years (Ashraf et al., 2024).

The above mentioned scenario provides strong evidences that the public schools were unable to meet the educational challenges of the modern age. Like many other countries, private sector is playing its role in education sector but this role is considered of being complementary to the efforts of public schools. The responsibility of imparting education to each and every citizen of the country at affordable rates will always lie with the public schools; neither escape for them nor have they any alternative (Kanwal & Muhammad, 2024). The success of a school system largely depends upon quality; quality of the physical and learning resources, quality of teaching methodologies and quality of its teachers. In comparison with the private schools, public schools are staffed with better educated and more trained teachers getting higher remunerations (Delnevo & Hrywna, 2024) and enjoying greater job security and better service structure (Kim & Kim, 2024). Public schools have better infrastructure, better physical facilities, and vaster areas to be



utilized than the private schools, but public schools have continuously shown declining trends on almost all indicators.

Statement of the Problem

Government and private research organizations' figures unequivocally demonstrate that public schools are falling short of the demands and aspirations of the country. Meager budget allocation, declining student enrollment, low academic achievement, incapacity to grow proportionately to population and enrollment growth, the unprecedented growth of the private sector, and parental dissatisfaction with public schools are the main indicators of declining public schools. These metrics provide compelling proof of the sharp decrease in public education over the past 20 years. The purpose of this study was to examine the downfall of KP's public schools and create plans for their resuscitation.

Objectives of the Study

The study was carried out with the following objectives:

1. To explore head teacher's perception regarding causing matters related to school governance and management decline at f public schools in KP
2. Identify the elements actors related to teachers' job satisfaction that results in decline of public schools in KP

Research Questions

This study addressed the following research questions:

1. What are the governance and management problems of public schools in KP?
2. What is the level of job satisfaction of public school teachers in KP?

Significance of the Study

All government authorities and offices involved in school education at the federal, provincial, district, and school levels can benefit from this study, which attempted to pinpoint the reasons for the collapse of public schools in KP. The suggested methods for enhancing public education can help legislators create laws that will increase the efficiency and prosperity of public schools. In light of the suggested tactics, the provincial School Education Department can implement a better work structure for teachers and head teachers. Additionally, the study's conclusions can be applied to improve public school staffing and placement. District managers and administrators may potentially benefit from the research. The problems of head teachers and teachers have been found in this study and it can be beneficial for district managers as they are in a better position to solve them. The issues pertaining to the learning environment in schools have been recognized. The three levels of educational management—school, district, and provincial—can work together to create a more favorable learning environment in schools, which will in turn satisfy parents and children. The use of existing learning and physical resources, which can be beneficial for various levels of educational administration, as well as the teaching strategies being used in public schools were also covered in the study. To improve their capacity, head teachers and instructors might also receive need-based capacity building trainings based on the study's findings.

2. LITERATURE REVIEW

According to Jamil (2023) rise of private schooling is a worldwide dilemma especially in the developing countries of South Asia and Latin America. The rise of private education sector is a response to the poor quality of public schools and in some cases their inability to provide educational services to masses. Though all South Asian countries have witnessed an unprecedented growth in the private sector yet its rate is the highest in Pakistan among



all countries of the region. This massive increase can be observed both in absolute terms and relative to public schooling.

Campbell (2024) discussed that decline of a school or school system is a consequence of schools' inability to continuously ensure quality learning of the students and satisfaction of the parents. The majority of educational researches have determined school success and/or failure in terms of its effectiveness. The simplest meaning of the word effectiveness is 'that which produces an effect' and when we talk about school effectiveness, it refers to the effects of school on the students. The terms 'school success and/or failure' and 'school effectiveness' are so closely related that these terms can be used interchangeably.

As far as 'school effectiveness' is concerned, the pioneer work of Cox (2024) concluded negligible effects of school on students' attainment and found that difference in schools accounts only for little in academic achievement of the students. This viewpoint was further strengthened in America by Akwaraonwu (2024). In his seminal work he posed a simple question whether some schools are more effective than others, the classification of school or school system as effective or ineffective became a common discussion. Furthermore, Weber found that effective leadership, high expectations from students, and good learning atmosphere can make the difference in schools. In the late 1970's, research started finding empirical evidences to negate Coleman's conclusions and found that school has its impact on students' learning and development. According to Nweke et al., (2024) the head teacher's leadership skills and qualities are an important factor in school effectiveness. They can enhance and increase the morale and job satisfaction of the teachers and also have a direct impact on classroom instruction. Gobby et al., (2024) stated that leadership is at second place only after teaching in having impact on student learning. The role of head teachers in improving the effectiveness of schools is acknowledged by the stakeholders across the countries. The importance of leadership for effectiveness of institutions is multi-dimensional. Head teachers' actions increase school effectiveness and thus directly or indirectly lead towards better learning outcomes.

Winarto (2024) in his study reviewed 40 empirical researches regarding head teacher's impact on school effectiveness and found that though school head teachers imply an indirect effect on school effectiveness and students' achievements yet this effect is statistically significant. Theory and research of the last 50 years provide a strong support to the idea that leadership positively affects quality of teaching, school development, and student learning. Furthermore, collaborative leadership increases school capacity for student learning and shared leadership increase the trust of teachers in the head teacher and ultimately resulting in better learning outcomes. He also identified political acumen, relentless attitude to the pursuit of excellence, setting high standards through their work, understanding of strategic leadership, emotional attachment [with the institution], empathetic to the staff, resilience, and 'never stressed, never diverted' as the main characteristics of a head teacher.

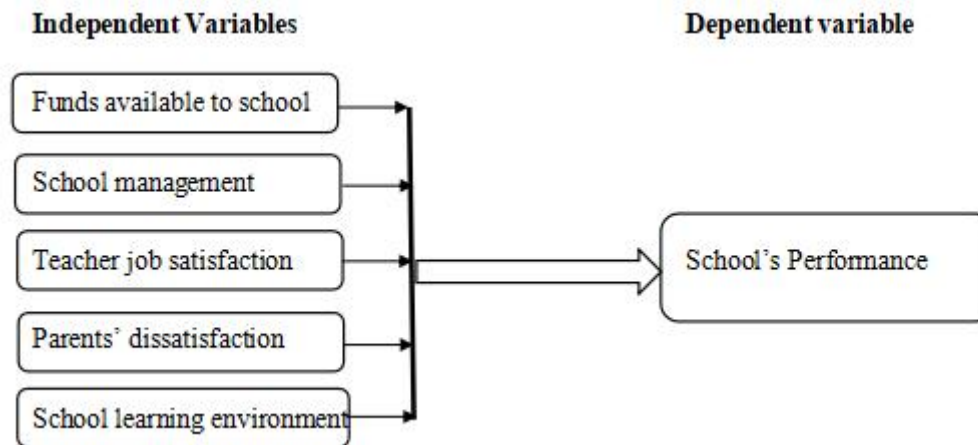
Sattar & Hussain, (2023) mentioned that the decline in the performance and sustainability of semi-government schools, particularly in north western areas of Pakistan is a growing concern that underscores critical issues in governance, management, and ownership structures. Semi-government schools, which operate under a hybrid governance system involving both public and private stakeholders, often suffer from ambiguous roles and responsibilities, leading to inefficiencies. Research highlights that unclear ownership



structures in these schools often result in a lack of accountability and weakened decision-making frameworks. For instance, studies have found that overlapping authority between public and private entities contributes to mismanagement, ultimately affecting educational outcomes. This section reviews existing literature on the challenges faced by semi-government schools in KP, focusing on governance, management, and ownership structures, while also exploring strategies for their revival and sustainable development.

According to Ali (2023) governance issues in semi-government schools remain one of the foremost barriers to their effectiveness. According to several studies, weak governance frameworks are a result of inadequate policy implementation and poor oversight mechanisms. The lack of transparency in resource allocation and decision-making processes often leads to inefficiencies in these institutions. For instance, a study by Kumari (2023) on semi-government schools in Pakistan revealed that the absence of clearly defined governance policies undermines institutional autonomy and accountability. Furthermore, semi-government schools often suffer from inadequate leadership training and limited authority for school administrators, creating gaps in monitoring teacher performance and student progress. To solve these governance-related challenges, the literature suggests reforms that enhance administrative autonomy, strengthen accountability mechanisms, and implement regular audits to improve overall efficiency. Management-related challenges also contribute significantly to the decline of semi-government schools in KP. These schools often lack adequate financial resources, which hampers their ability to invest in teacher training, infrastructure development, and learning materials. Additionally, weak management practices are exacerbated by political interference in hiring processes and resource distribution. Studies such as those by Niaz (2020) indicate that political patronage often results in the appointment of underqualified staff and diversion of funds, further deteriorating school performance. Effective management practices, including merit-based hiring, professional development programs, and participatory decision-making, are recommended in the literature as essential components of school revival strategies. These measures ensure that resources are optimally utilized and that school administrators are empowered to address local challenges effectively.

The ownership structures of semi-government schools in KP also pose significant challenges. The hybrid model, which involves both government and private entities, often leads to conflict and confusion over the distribution of responsibilities and benefits. This duality frequently results in misaligned objectives, with public stakeholders prioritizing access and equity while private entities focus on profitability. According to Hayat and Butt, (2023) this misalignment has created structural inefficiencies that limit the schools' ability to deliver quality education. Additionally, the lack of clarity in ownership roles discourages long-term investments in infrastructure and human capital. Literature suggests that redefining ownership structures to establish clear guidelines and collaborative frameworks between stakeholders can foster better resource allocation and strategic planning.

**Conceptual Framework:**

(Shah, 2017)

3. METHODOLOGY

This study adopts a descriptive research design to explore the managerial challenges, governance issues, and ownership structures of public sector schools in Khyber Pakhtunkhwa (KP) at the secondary level. Descriptive research is appropriate for understanding the characteristics of a population and identifying areas that hinder school development, without delving into causal relationships. A quantitative research approach was used to gather objective, measurable data through structured questionnaires. The study targeted all principals of government high schools in the districts of Peshawar, Mardan, and Charsadda. A multi-stage sampling technique was employed, including stratified sampling to separate male and female principals, cluster sampling to classify urban and rural schools, and simple random sampling to select participants. Using Morgan's table, a representative sample size of 201 principals were chosen from the total population of 420 principals. Data was collected using a self-developed questionnaire, comprising demographic questions, a five-point Likert scale for key research variables, and open-ended questions for additional insights. The finalized instrument was distributed personally to participants, and responses were analyzed statistically to highlight governance, management, and ownership challenges, as well as to propose evidence-based strategies for the sustainable revival of public-sector schools in KP. Furthermore, this quantitative research explores variation in observed values among units of analysis and correlates the causes of variations. All techniques of quantitative data analysis capture variation and help us to understand the variations. Likert scale was used to presents series of statement to which respondents indicate their levels of satisfaction. The collected data was arranged into logical, meaningful categories to establish some general patterns for interpretation in a way to be understandable to reader. The collected data was analyzed by using SPSS software version 23; descriptive statistics such frequency and percentage were applied followed by inferential statistical i.e. chi-square was applied.



4. RESULTS AND ANALYSIS

4.1 Demographic Data

Table 4.1: Population of the Study

Participants	Peshawar	Mardan	Charsadda	Total
Male	77 (33%)	87 (37%)	71 (30%)	235 (100%)
Female	64 (33%)	80 (46%)	41 (21%)	185 (100%)
Total	141	178	112	420

Table 4.2: Sample as per Morgan Table

S. No.	Male	Female	Total
1.	115	86	201
2.	(57%)	(43%)	(100%)

There are 420 schools in Peshawar, Mardan and Charsadda, out of these 431 there are 235 schools of boys and 185 schools of female. To get the sample of the population Morgan table was used. According to which 115 schools from male and 86 schools from female were selected

Table 4.3: Participants' Experience in Years

Participants (Total)	Below 1	Below 5	6 to 10	10 +	Total
Male (115)	0 (0%)	8 (7%)	78 (68%)	29 (25%)	115 (100%)
Female (86)	2 (2%)	6 (7%)	56 (65%)	22 (26%)	86 (100%)

Table 4.3 indicates the experience of the respondents. The above mentioned table shows 25% male were having more than 10 years experience while female having more than ten years experience were 26%, 68% male were having six to ten years experience serving as head of the public school, while the ratio of female was 65%, 7% male were having less than five years experience and female ratio was also 7%, those having less than one year experience were nil on male side while on female side it was 2%.

Table 4.4: Participants' Academic Qualification

Participants (Total)	Master	M. Phil.	Ph.D.	Not mentioned	Total
Male (115)	92 (80%)	15 (13%)	08 (7%)	-	115 (100%)
Female (86)	70 (81%)	09 (10%)	07 (9%)	-	86 (100%)

The above table shows the academic qualification of the respondents. According to the data retrieved through questionnaire it reveals that 7% from male side were P.hd while 9% were female side were P.hd, 13% from male side were M.Phil and 10% from female side were M.Phil, as far as Master degree is concerned 80% from male and 81% from female side were master degree holders. The above table shows that respondents were highly qualified from academic side.



Table 4.5: Participants’ Professional Qualification

Participants (Total)	B.Ed	M.Ed	M. Phil & above	Not mentioned	Total
Male (115)	24 (21%)	73 (63%)	18 (16%)	-	115 (0%)
Female (86)	2 (2%)	72 (84%)	12 (14%)	-	86 (0%)

Table 4.1.1.3 displays that majority of participants were having higher professional qualification. To be specific in 16% from male side were M.Phil and above and from female side 12% were M.Phil and above, 63% from male side were M.Ed, while 84% from female side were M.Ed, 21% from male side were B.Ed while 2% from female side were B.Ed. The above table clearly indicates that respondents were highly qualified.

Chi-Square Test Results

Test Statistics

	School Performance	Funds Available to School	School Management	Teacher Job Satisfaction	Parents’ Dissatisfaction	School Learning Environment
Chi-Square	81.894 ^a	80.518 ^b	77.718 ^c	54.918 ^d	68.529 ^e	55.129 ^f
Df	26	20	27	21	24	25
Asymp. Sig.	.000	.000	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.3.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.1.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.1.
- d. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.7.
- e. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.8.
- f. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.5.

The Chi-Square test results provide statistical evidence to evaluate the relationship between various factors affecting school performance in semi-government schools. For each variable, the Chi-Square statistic, degrees of freedom (df), and asymptotic significance (Asymp. Sig.) are presented. The Chi-Square values for School Performance (81.894), Funds Available to School (80.518), School Management (77.718), Teacher Job Satisfaction (54.918), Parents’ Dissatisfaction (68.529), and School Learning Environment (55.129) indicate significant associations with their respective variables, as all p-values (Asymp. Sig.) are less than 0.05 ($p = 0.000$). The degrees of freedom vary for each variable based on the structure of the data: School Performance (26), Funds Available to School (20), School Management (27), Teacher Job Satisfaction (21), Parents’ Dissatisfaction (24),



and School Learning Environment (25). Importantly, no cells in any test had expected frequencies less than 5, confirming the validity of the Chi-Square test assumptions. The minimum expected cell frequencies ranged between 6.1 and 8.1 across all variables, ensuring robust statistical analysis. These results highlight statistically significant relationships, suggesting that the factors under investigation play critical roles in influencing school performance. This indicates the importance of addressing issues such as funding, management practices, teacher satisfaction, parental dissatisfaction, and the school learning environment to improve the overall performance of semi-government schools.

Correlations

		School Performance	Funds Available to School	School Management	Teacher Job Satisfaction	Parents' Dissatisfaction	School Learning Environment
School Performance	Pearson Correlation ₁		.443**	.097	.312**	-.018	.032
	Sig. (2-tailed)		.000	.210	.000	.819	.677
	N	170	170	170	170	170	170
Funds Available to School	Pearson Correlation	.443**	1	.119	.385**	.523**	.037
	Sig. (2-tailed)	.000		.123	.000	.000	.630
	N	170	170	170	170	170	170
School Management	Pearson Correlation	.097	.119	1	.134	.712**	.463**
	Sig. (2-tailed)	.210	.123		.081	.000	.000
	N	170	170	170	170	170	170
Teacher Job Satisfaction	Pearson Correlation	.312**	.385**	.134	1	.139	.707**
	Sig. (2-tailed)	.000	.000	.081		.071	.000
	N	170	170	170	170	170	170
Parents' Dissatisfaction	Pearson Correlation	-.018	.523**	.712**	.139	1	.184*



School Learning Environment	Sig. (2-tailed)	.819	.000	.000	.071		.016
	N	170	170	170	170	170	170
	Pearson Correlation	.032	.037	.463**	.707**	.184*	1
	Sig. (2-tailed)	.677	.630	.000	.000	.016	
	N	170	170	170	170	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis provides insights into the relationships between School Performance and various independent variables: Funds Available to School, School Management, Teacher Job Satisfaction, Parents’ Dissatisfaction, and School Learning Environment. Funds Available to School shows a moderate positive correlation with School Performance ($r = 0.443$, $p < 0.01$), indicating that increased funding is significantly associated with better school performance. Additionally, funds are positively correlated with Teacher Job Satisfaction ($r = 0.385$, $p < 0.01$) and Parents’ Dissatisfaction ($r = 0.523$, $p < 0.01$), suggesting that adequate funds improve teacher morale and address parental concerns. School Management has a weak, nonsignificant correlation with School Performance ($r = 0.097$, $p = 0.210$). However, it strongly correlates with Parents’ Dissatisfaction ($r = 0.712$, $p < 0.01$) and School Learning Environment ($r = 0.463$, $p < 0.01$), implying that effective management practices play a vital role in reducing dissatisfaction and fostering a conducive learning environment. Teacher Job Satisfaction correlates positively with School Performance ($r = 0.312$, $p < 0.01$) and strongly with School Learning Environment ($r = 0.707$, $p < 0.01$), showing that satisfied teachers significantly contribute to both better school performance and improved learning conditions. Parents’ Dissatisfaction has a negligible negative correlation with School Performance ($r = -0.018$, $p = 0.819$) but shows a weak positive correlation with School Learning Environment ($r = 0.184$, $p < 0.05$), suggesting a minor impact on these variables. School Learning Environment shows a nonsignificant weak positive correlation with School Performance ($r = 0.032$, $p = 0.677$) but strongly correlates with Teacher Job Satisfaction ($r = 0.707$, $p < 0.01$), emphasizing its influence on teacher morale.

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.196	.192	.06575
2	.445 ^b	.198	.189	.06587
3	.470 ^c	.221	.207	.06514
4	.678 ^d	.459	.446	.05442



5	.737 ^e	.543	.529	.05020
a. Predictors: (Constant), Funds Available to School				
b. Predictors: (Constant), Funds Available to School, School Management				
c. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction				
d. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction				
e. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction, School Learning Environment				

ANOVA^f

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.178	1	.178	41.061	.000 ^a
	Residual	.726	168	.004		
	Total	.904	169			
2	Regression	.179	2	.090	20.662	.000 ^b
	Residual	.725	167	.004		
	Total	.904	169			
3	Regression	.200	3	.067	15.681	.000 ^c
	Residual	.704	166	.004		
	Total	.904	169			
4	Regression	.415	4	.104	35.054	.000 ^d
	Residual	.489	165	.003		
	Total	.904	169			
5	Regression	.491	5	.098	38.930	.000 ^e
	Residual	.413	164	.003		
	Total	.904	169			

- a. Predictors: (Constant), Funds Available to School
- b. Predictors: (Constant), Funds Available to School, School Management
- c. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction
- d. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction
- e. Predictors: (Constant), Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction, School Learning Environment
- f. Dependent Variable: School Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.095	.038		2.468	.015
	Funds Available to School	.721	.113	.443	6.408	.000
2	(Constant)	.080	.045		1.782	.077
	Funds Available to School	.713	.114	.438	6.275	.000
	School Management	.057	.089	.045	.638	.524
3	(Constant)	.043	.047		.912	.363
	Funds Available to School	.613	.121	.377	5.061	.000
	School Management	.038	.088	.030	.431	.667
	Teacher Job Satisfaction	.234	.107	.163	2.187	.030
4	(Constant)	.004	.040		.109	.914
	Funds Available to School	1.361	.134	.836	10.166	.000
	School Management	.827	.118	.650	6.994	.000
	Teacher Job Satisfaction	.044	.092	.031	.481	.631
	Parents' Dissatisfaction	-1.245	.146	-.922	-8.533	.000
5	(Constant)	.022	.037		.585	.559
	Funds Available to School	1.157	.129	.711	8.960	.000
	School Management	1.177	.127	.925	9.306	.000
	Teacher Job Satisfaction	.635	.137	.443	4.619	.000
	Parents' Dissatisfaction	-1.361	.136	-1.009	-9.992	.000
	School Learning Environment	-.697	.128	-.550	-5.467	.000

a. Dependent Variable: School Performance

The regression analysis reveals that the independent variables significantly impact School Performance, with the final model explaining 54.3% of the variance ($R^2=0.543$). Among the predictors, Funds Available to School ($\beta=0.711, p<0.001$) and School Management ($\beta=0.925, p<0.001$) have the strongest positive effects, indicating that adequate funding and



effective management are crucial for improving school performance. Teacher Job Satisfaction ($\beta=0.443, p<0.001001$) also positively influences performance, albeit to a lesser extent. Conversely, Parents' Dissatisfaction ($\beta=-1.009, p<0.001$) and School Learning Environment ($\beta=-0.550, p<0.001$) show significant negative relationships, highlighting that dissatisfaction and poor environments hinder performance. The overall model is statistically significant ($p<0.001$), with strong collective predictive power, emphasizing the need for targeted improvements in funding, management, and satisfaction to enhance school outcomes.

RESULTS

The overall findings of the study reveal that there are some important factors affecting the performance of the semi-government schools in Khyber Pakhtunkhwa (KP). It is evident that out of all the variables studied, funding and school management are highly correlated with school performance as is evident by the significance of Factors Affecting School Performance in the context of the proposed model. However, there is an inverse relationship between Parents' Dissatisfaction and School Learning Environment, meaning these aspects need to be addressed for enhancement. The Chi-Square test findings reveal significant associations between school performance and all the independent variables ($p<0.001$), and the correlation analysis establishes the high positive correlation between funding, management and teacher satisfaction on performance. Regression analysis further affirms these results, the final model accounts for 54.3% of the total variance in school performance ($R^2=0.543$). The study highlights the need to put adequate funding, effective management and constructive learning environment to improve school performance. Also, it is crucial to reduce parental dissatisfaction and implement strategies for handling environmental concerns to foster sustainable development in these schools.

5. CONCLUSIONS

The results of this study reveal that the performance of the semi-government schools in Khyber Pakhtunkhwa (KP) is affected by five factors, namely Funds Available to School, School Management, Teacher Job Satisfaction, Parents' Dissatisfaction and School Learning Environment. More specifically, the calculated Chi-Square values indicate the existence of significant relations between school performance and all independent variables and therefore support their importance in explaining the results. In the correlation analysis, positive relationships exist between performance and funding and teacher job satisfaction among others while parental dissatisfaction and poor learning environment have negative effects. Regression analysis also supports these observations, the final model accounts for 54.3% of the variation in school performance. Based on the results of the predictors analysis, funding and school management are found to be the strongest by showing that resource augmentation and better practices in the efficient management of the school offer the greatest leverage to promote better school results. Teacher job satisfaction also has its part to play, underlining the importance of policy that will inspire and maintain teachers. However, satisfying the parents' concern or enhancing learning condition has the potential to negate addressing the negative impacts. To this end, the study extends the need for sensitive and long-term approaches that will facilitate enhancement of the governance, management and operational structures of the semi-government schools for enhanced educational outputs in the future.



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