

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

By reviewing related literature, the researcher came to know about the recommendations of the previous researches which provide the researcher background of the problem area in this process. The researcher takes advantage of the knowledge which has been already accumulated in the past as a result of constant human endeavor in the form of researches. The review of related literature allows the researcher to acquaint him/her with the current knowledge in his area of research. The review of related literature updates the researcher by providing background for understanding the latest knowledge on the topic under research as well as the research gap. By reviewing the related literature, the researcher can avoid the problem areas which have already been done. The review of related literature also enables the researcher to define the limits of his/her research study. It helps the researcher to delimit and define the problem properly. It helps the investigator with the new understanding and insight which subsequently helps him in proper planning of the study, adopting a suitable methodology, developing tools for data collection and adopting proper techniques for analysis of the collected data. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the studies had been conducted. It helps the researcher to know and understand the tools and instruments used in previous studies. Through the review of related literature, the researcher will have an insight into the statistical methods through which the validity of the result is to be established. Thus really proves the efficacy of ‘Review of Related Literature’, for any research work.

2.1 REVIEW OF RELATED LITERATURE

In pursuance of contrasting this study with other relevant studies and academic works conducted on different education quality affecting factors, the literature review, therefore, is considered an essential part of this work. Hence, this chapter first presents

a wide-ranging review of all explored academic works carried out either inside Afghanistan and abroad, particularly in developing countries. These reviewed studies summarized here by examining the essential quality indicators and influential school factors related to the quality of education. The quality of education is judged with respect to learners' academic performance and learning outcomes that can be affected by many different factors such as, the government policies and laws at national and local levels, teachers and their professional preparation, students, instructional materials, school governance, community-related issues, physical infrastructures, school supervision and many more. Therefore, thousands of relevant research articles and literature can be available on the above-mentioned factors. However, the most relevant studies that have an intimate connection with the problem statement and objectives of the study, have been referred to. Consequently, the following section of this chapter first presents the summary of reviewed studies carried out inside Afghanistan and which is followed by the summary of a large number of other relevant studies conducted out of the Afghan context around the world.

2.1.1 Studies Conducted in Afghanistan

Looking at the studies conducted in Afghanistan, only two research studies have been summarized here as there was hardly any. The only available resources one can refer to are the Afghan government policy documents on education, annual reports, strategic plans and any other analysis published by some of the non-governmental agencies working in Afghanistan. Therefore, the researcher has tried to analyze any valuable literature, even if it is not a specific research work. Some reports, policy documents and/or other official papers published by the government and non-government bodies have also been included under the reviewed literature.

In addition to few academic studies, some important non-academic policy documents (NESP, 2007, 2010 & 2016; Education for All, National Review Report, 2015; Education for All Global Monitory Report, 2011; NCF, 2003), as well as annual reports published by The Ministry of Education of Afghanistan, are the first invaluable sources of information on education in Afghanistan. Besides, a number of reports have been published by some donor agencies such as; The United States Agency for International Development (USAID), Special Inspector General for Afghanistan Reconstruction (SIGAR), UNICEF, War Child (UK), The Swedish International Development Agency

(SIDA), etc... with reference to Afghan school education and its quality. With the general consent, all these agencies, the Afghan Ministry of Education, educators and critics are not satisfied with the quality of school education in Afghanistan. Particularly, these agencies and the Ministry of Education have constantly emphasized teachers and their pedagogical practices in all the published reports and documents mainly for quality improvement. Teachers with good proficiency and effective pedagogical competencies have been identified as the most influential factors of quality school education in Afghanistan. Accordingly, a heavy emphasis has been put on the significance of teacher education for quality improvement in all the reviewed documents. Therefore, it has been recommended that teachers' efficiency should be improved by enhancing their pedagogical skills and curriculum transaction abilities with the help of continuous and cyclic in-service teacher training programs at the national level in all secondary schools.

Mansory (2010) conducted a study for investigating the academic achievement of school students, particularly in the subjects of Mathematics and Language. The overall aim of the study was to contribute to the quality of education through improving the knowledge about the determinants of learning outcomes in schools. The study was conducted in 22 Model and 5 Government schools. Totally 1175 students of grade 3 taught by 39 teachers and 837 students of grade 6 taught by 64 teachers, participated in the study. The experimental method was adopted by the investigator to collect the data. The findings of the study revealed that the students in both grades (3rd & 6th) had a poor academic performance.

Trani et al. (2019) carried out a multi-level analysis of repeated cross-sectional surveys on the assessment of progress in education for children and youth with disabilities. The main objective of this study was to examine the progress made between two conducted surveys from 2005 to 2013 in Afghanistan regarding education for students with disabilities. The sample of the study was 30 randomly selected households from 13 provinces. Children and youth with disabilities between 6 and 25 years old were surveyed. The study found that there was no considerable improvement in access to education and literacy over the mentioned time.

2.1.2 Studies Conducted in Abroad

Bangladesh Rural Advancement Committee (BRAC, 2004) conducted a study on the quality of primary education in Bangladesh. The key objectives of the study were to investigate how primary schools function regarding their teaching-learning practices in the classrooms and how instructional supervision is being conducted in these schools. The study was carried out by using the survey method, while the tools and techniques like; interview, focus group discussion and non-participant observation were employed for the data collection. A total of 11 government and private primary schools were selected under the study. The major finding of the study revealed that all surveyed schools were not equally successful in their functioning. Instead, every school had its way of being successful depending upon the availability of staff, infrastructure, and teaching-learning materials. Besides, it was also found that one of the quality-affecting factors was the teacher-student ratio which was higher than the acceptable level (i.e. 1:40). The socio-economic condition, lack of facilities inside the schools, low salaries of teachers, absence of teachers or students rewarding policy for their good performance were the other quality influential factors figured out by the study.

Heck (2009) conducted investigative research on the effects of successive teachers on students' academic performance at the school level. The selected sample for the study consisted of 9,196 students, cross-classified in 511 and 527 classrooms, in 156 schools. The results of the study found significant effects of successive teachers on students' academic achievement in reading and mathematics. Secondly, it was also disclosed that the collective teacher effectiveness was positively associated with achievement level. Further, it was found that the devotion of teaching staff, the quality of the academic organization and teaching-learning processes were positively related to achievement level.

Chaugule (2010) examined the quality indicators for the effectiveness of secondary schools. The main aim of the study was to identify the correlates of an effective school, particularly students' motivation, teachers' involvement, satisfaction, and school leadership. The researcher employed a descriptive survey method and a total of 70 schools from Taluka district Karnataka India were selected for the study. Out of the seventy schools, 500 teachers, 700 students and 70 heads of the schools participated in the study. According to the findings of the study; students' behavioral adjustment,

motivation, teachers' involvement and satisfaction, heads' leadership qualities, time management, school atmosphere, and organizational health were the parameters defined by this study for effective teaching-learning and school effectiveness, in general.

Farooq et al. (2011) studied the factors that affect students' quality of academic performance at the secondary school level in Pakistan. The researchers adopted the survey method and the data was collected from 600 (300 male and 300 female) students. The findings of the research study indicated that socio-economic status and parental education had a substantial impact on students' general academic performance as well as achievement in the subjects of Mathematics and English. This study also found that parental education has a considerable effect on students' academic performance. While parental occupation has less effect on students' performance. The study revealed that the overall performance of female students was better than boys, particularly in the subjects of Mathematics and English.

Juneam (2011) examined the educational quality of secondary schools in relation to supervisory performance. The study aimed to evaluate the quality of teaching-learning and supervisory performance in secondary schools. The investigator adopted the survey method and the study was conducted in northern Thailand. The sample consisted of 1050 school teachers belonging to 30 secondary schools selected from 16 provinces. The results of the study indicated that the quality of both supervisory performance and education was of moderate level in the selected schools and that is why educational quality in these schools was not entirely satisfactory.

Sisiliya (2011) conducted a study on the efficacy of instructional methods and materials prepared and used in the selected schools of Manipur state of India. The major aim of the study was to analyze the instructional methods, learning materials and to examine the attitudes of teachers in the selected schools. Totally 34 schools were selected for the survey and 90 teachers and 300 students had participated in this study. The study revealed that all selected teachers were using traditional teaching methods (i.e. lecture method) followed by some questions. At the same time, sixty percent of the teachers indicated that they use interactive lectures and discussions which encourage students to speak out and learn by interacting with their peers in the classroom. The study also found that very few of them (only 11 percent) had used field trips. Moreover, the

findings revealed that all the selected teachers used textbooks and chalk-board while 78 percent of teachers also used the map as the only teaching aid. It was also found that the majority of the teachers (60 percent) expressed that they needed teaching-learning materials whereas, only (8 percent) of the teachers were satisfied and the remaining 22 percent of them were partially satisfied with the available teaching-learning materials in their school.

Dahiya (2011) conducted a study on the adjustment of the school teachers in relation to their job stress, job involvement, and job satisfaction. The researcher adopted the descriptive survey method and the selected sample comprised of total 500 secondary and senior secondary school teachers of Rohtak district, in India. The results of data analysis indicated that adjustment and job stress of the teachers had a negative correlation, that is, as the job stress increases adjustment decreases and vice-versa. While the findings of the study revealed that there was a positive correlation between teacher adjustment and job involvement, that is, when the job involvement increases, the adjustment also increases and vice-versa. The study also concluded that adjustment and job satisfaction of secondary school teachers had a positive correlation.

Jafri (2011) carried out a research study on the impact of family climate, mental health, study habits and self-confidence on students' academic achievement in senior secondary schools. The study aimed at examining the relationship between a criterion variable (academic achievement) and various predictor variables (family climate, mental health, study habits, and self-confidence). The investigator employed a survey method for data collection and four different scales were used for the same on every single factor. Totally 865 participants from 19 schools were selected as the sample for the research. The findings revealed that there was a significant and positive relationship between family climate and academic achievement for the total number of students. Mental health, study habits, and self-confidence were also found to be more positive influential factors for the academic achievement of the students.

Kothari and Pathak (2012) conducted a study on the impact of the total learning package developed by the Gujarat Council of Educational Research and Training (GCERT) for Elementary Education in the state of Gujarat India. This study aimed to study the overall teaching-learning process in the schools by assessing the learning outcomes of the students and studying the feedback of students, headmasters, teachers, parents about

newly developed textbooks in the standard I to VIII. The survey method was used and the data was collected from a total of 57 schools. The findings of this study indicated that students' learning outcomes in the standard I to VIII were not up to the mark. It was found that out of the total 175 cases, only in 56 cases the mean achievement of the experimental group was higher than that of the control group. Similarly, out of the total 175 cases of the significance of the difference in the mean achievement of both groups, in 40 cases the mean achievement of the experimental group was higher than that of control groups, under phase-II. In general, the learning outcomes were not satisfactory in both phases.

Jidamva (2012) examined the quality of secondary school education in Tanzania. The main objectives of the research were to study the quality of secondary school education and quality improvement from the perspectives of teachers. The qualitative research method was employed for the study. A total of 150 teachers with different educational backgrounds were selected from four different urban and rural schools. The findings of the study indicated that teachers perceived quality as the possession of both the work and life skills of students. According to the findings of the study, teachers believed that quality education should provide students with all the skills and abilities required for students' autonomy in schools and societies.

Lata (2011) examined the dimensions of teachers' effectiveness in secondary schools namely; emotional intelligence, competence, and creativity. Data were collected by using the descriptive survey method and four various measuring tools (developed by the researcher) were used for the data collection namely; Teacher Effectiveness Scale, Emotional Intelligence Scale, Teacher Competence Scale, and Teacher Creativity Scale. A total of 400 teachers and 800 students were selected as the sample from 40 secondary schools of two districts Karnal and Panchkula from India. The results of the study indicated that emotional intelligence, teachers' competence, and teachers' creativity were having a significant positive relationship with teacher effectiveness. Findings also revealed that teachers' subject competence, transactional competence, evaluation competence, managerial competence, and extensional competence have significant positive relationships with teacher effectiveness in secondary schools.

Nandamuri and Rao (2012) carried out a study on the effect of school supervision as a tool for quality improvement. The selected sample for the study comprised 188 school

principals of the schools in Krishna district of Andhra Pradesh in India. The data were collected by using a self-designed questionnaire and interview. The results of data analysis revealed that the external supervision was weak and not effective to serve as a quality improvement tool. It was found that many schools in the district were not supervised even once in a year. The study also found that there were a number of drawbacks and constraints in the practice of internal supervision and therefore the internal supervision was also considered less helpful in quality improvement.

Ganyaupfu (2013) studied the differential effectiveness of teaching methods on students' academic performance. The sample of 109 undergraduate students was selected from the Department of Economic and Business Sciences. Students' test scores of inferential statistics course were derived from the internal class test, prepared by the lecturer. The findings of this study reveal that combining both teacher-centered and student-centered methods has a remarkable impact on students' academic performance in school. The results of this study also indicated that the mean score of students' results who were taught with the teacher-centered method, was significantly lower than the mean score recorded for those who were taught with teacher-student interactive or student-centered methods.

Joseph (2013) investigated the effectiveness of professional competency among Higher Secondary School teachers in Kottayam District, Kerala- India. The main objective of the study was to evaluate teachers' professional competency and some other sub influential areas of teacher effectiveness in the selected secondary schools. The descriptive survey method was used by the researcher. The total sample under the study comprised 213 teachers from rural schools and 182 from urban locality schools. The major findings of the research indicated that how an individual learns and how a school performs, basically depends on the competence and effectiveness of teachers. The study also revealed that in addition to students' intelligence and hardworking, effective school, descent classroom conditions, professional teaching staff, furnished libraries and laboratories, the difficulty level of question papers, successful completion of actual classroom instruction days, effective use of information and communication technologies, etc. are all other crucial factors for quality education.

Loku (2013) studied some main causes that hinder the provision of quality education in public and private schools in Central Equatorial State, South Sudan. A mixed design

was employed by the researcher and all senior students, teachers, headteachers, 83 parents/guardians, and community members/leaders were selected as the sample. The results of the study provided very useful information about all those key hindrances that prevented the improvement of educational quality in the target schools. The first identified factor was a lack of professional teachers in all the selected schools. The other factors found were lack of learning facilities such as libraries, science and computer laboratories, textbooks, sanitation and the supply of clean water.

Atieno (2014) investigated the influence of teaching and learning resources on students' performance in Kenya. The main objective of the study was to find out how the available teaching-learning materials, physical facilities, and human resources influence students' academic performance in Free Day Secondary Education (FDSE). The investigator used a descriptive survey to collect the data. The target sample for the study consisted of all 6 Free Day Secondary Schools (FDSS) from Embakasi district, 2400 students and a total of 90 class teachers. Findings of the study indicated that one of the key reasons was the adequacy of available teaching-learning materials in the selected schools and for making FDSE a productive and useful program. It is important to mention that FDSS provided easy access to most of the students, especially those who cannot attend secondary schools in the Embakasi district. The results of the study also showed that a lack of physical facilities, inadequate recreational facilities and shortage of human resources had a negative impact on students' academic performance.

Sindhi (2014) conducted a study on the quality assurance system in the secondary schools of Gujarat state in India. This study mainly aimed to investigate policies and programs run for quality assurance and to identify some of the quality affecting indicators in secondary schools of Gujarat. The survey design was adopted by the researcher and about 420 people were selected including teachers, principals, parents, and students from 20 high achieving State Board Secondary Schools. The results of data analysis under the study revealed that strict quality control, internal and external supervision, effective school leadership and active participation of the community in educational activities are the factors affecting the quality of education in the secondary schools of Gujarat.

Duruji, Azuh, and Oviasogie (2014) carried out a study on the learning environment and academic performance of secondary school students in external examinations in

Nigeria. The main objective of the study was to examine the relationship between the learning environment and academic performance of secondary school students in external examinations. The researchers employed mixed-method and the data were gathered from six different schools. The data were collected through students' performance records of external examinations, interviews, and observation. The results of the study indicated that a number of variables were found affecting the performance of students in connection with the quality of education in the selected schools. These factors are; school infrastructures such as building, furniture, equipment, classroom, library or laboratory that contribute to a positive learning environment and quality of education for both schools and students.

Ernawati and Sihes (2014) carried out a study to define a holistic teaching competence, particularly in secondary schools in terms of teaching knowledge, teaching skills, the emotions and spirits of the teachers. The researchers adopted the survey method and the selected sample for the study consisted of a total 370 teachers serving in the State Senior High School of Makassar City, Indonesia. The findings of the study revealed that four aspects of holistic competence are required in teaching namely; aspects of teaching knowledge, skills, emotions, and spirits of teachers.

Elly (2015) studied the determining factors of quality education at the secondary school level. The investigator adopted the case study method and the sample for the study comprised 223 students and 80 teachers selected from 8 different secondary schools. The findings of the study showed that distance to school, facilities at school, teachers' availability, teachers' academic qualifications, the inadequacy of teaching-learning materials, teachers' satisfaction, language for instruction, textbook suitability and to some extent shortage of students' accommodation at schools were all the factors affecting students' performance and the overall quality of education at the secondary school level. This study also revealed that most of the students in these schools did not have knowledge about the concept of education quality.

Ghavifekr and Rosdy (2015) conducted a study on the effects of ICT on school instruction in Malaysia. The main objective of the study was to examine teachers' perceptions of the impact of ICT integration to support the teaching-learning process in the classroom. The investigators employed the survey method and used a questionnaire to collect the data from 101 teachers selected from 10 public secondary schools of

Kuala Lumpur. The findings of the study revealed that ICT integration has a significant impact on both teachers' and students' performance. The results indicated that teachers' preparation with ICT tools, their knowledge, and adequate facilities are the main influential factors for the success of the technology-based teaching-learning process in the schools. Besides, the study has also found that teachers' professional development training programs play a crucial role in promoting students' quality learning.

Moyosore (2015) examined the effect of formative assessment on students' achievement at the secondary level in Mathematics. The investigator adopted an experimental research design for the study. One 120 Mathematics students from two public schools in Nigeria were selected through purposive sampling technique. The findings revealed a strongly significant difference in the mean achievement score of the students who were exposed to formative assessment, while there was no significant difference in the mean achievement scores of the students who were not exposed to formative assessment.

Masino et al. (2015) conducted a systematic review of the literature to identify the factors that can help in quality improvement in developing countries, particularly with respect to government policies. The study focused on three main policy interventions namely: supply-side capability interventions; policies developed for the changing of teachers, household and student behavior and bottom-up and top-down participatory and community management interventions. The study included articles from 1990 onwards and all 220 studies were selected and out of these finally, 38 articles were analyzed. The findings of the comprehensive literature review revealed that policy interventions are more effective in improving student performance, especially when they are accompanied by community participation.

Salema (2015) carried out a study on the attitudes of teachers and students towards learner-centered Pedagogy (LCP) as a quality indicator in secondary schools in the Kilimanjaro Region of Tanzania. The primary objective of the study was to explore the attitude of teachers and students towards the implementation of LCP in public and private secondary schools. At the same time, this study also was aimed to establish a difference in the attitudes of teachers and students in secondary schools towards the application of LCP. The researcher applied mixed-method design for data collection and the sample was selected from three districts. The sample comprised of 115 teachers

and 580 students. As a result, the study found that there was a significant difference between the mean attitude scores of teachers and students about the implementation of learner-centered pedagogy in secondary schools of the Kilimanjaro region. Further, the study indicated that the successful implementation of LCP mostly depends on the attitudes of teachers and students towards this teaching approach. The findings also revealed that both teachers and students had positive attitudes towards the implementation of LCP in the schools, where the study was conducted.

Khedkar (2015) conducted a study on the quality assurance system in secondary schools of Nasik district in Maharashtra, a state of India. The research was intended to study the impact of school inspection as a mechanism of quality assurance of secondary schools as perceived by the teachers and principals in terms of academic and administrative dimensions in Nasik District. The sample of the study included 60 secondary school principals, 400 teachers, 7 District Education Officers, and 21 Extension Officers. The survey method was employed for data collection. The major findings of the study revealed that despite some inabilities the external inspection carried out by the government plays a very productive role in secondary schools, in accordance with quality improvement in general. Moreover, it was also found that external inspection was effective for school administrative improvement with respect to quality assurance.

Dangara (2015) studied the impact of instructional supervision on the academic performance of secondary school students in Nasaraw, a state of Nigeria. The study was conducted to identify the influence of instructional supervision on teachers' and students' academic performance in secondary schools. The researcher adopted descriptive survey design for data collection. The sample of the study comprised 58 secondary schools and 525 senior secondary school teachers selected from Nasarawa North Senatorial District. The results of the study revealed that there was a significant impact of regular school instructional supervision especially the classroom visits by principals, on the performance of both teachers and students.

Makau et al. (2016) examined the relationship between school principals' instructional supervision and students' academic performance in secondary schools, particularly in the subject of science. The investigators adopted descriptive survey method and they selected a total of 68 schools, 68 principals and 272 science teachers in Makueni

County, Kenya. The results of the study indicated that despite supervision by principals was not up to the expected level, there was a strong relationship between the practices of instructional supervision and the academic performance of students in all the Science subjects. It was also found that the practice of supervision was not similar in frequency in all the investigated schools. Some of the principals supervised the classrooms frequently, while some others sometimes and some other very rarely.

Sirait (2016) conducted a study on the effect of teacher quality on students' achievement in school. The main purpose of the study was to examine the relationship between teacher qualities and students' academic achievement in Indonesia. In addition to this, the study also examined some other control variables such as government and family expenses, poverty gap, unemployment gap, electricity access and morbidity rate per district. The data were collected from junior and senior secondary schools per district across Indonesia. The results of the study indicated that teacher quality, particularly teacher evaluation score has a significant effect on students' academic performance at the senior high school level. The results of the study also revealed that electricity access has a significant relationship to students' performance. The other variables were partly significant to students' performance.

Ogaga and Wallace (2016) carried out a research study on the effects of instructional materials on the teaching-learning process of Social studies in secondary schools of Nigeria. The investigator adopted survey design and all hundred students and teachers from four schools were selected for the study. The results of data analysis revealed that the selection of relevant teaching-learning materials, availability of the materials and ability of the teachers to improvise the materials; all had a significant impact on the teaching and learning of students in the Oju local government area. It was also found that the teaching-learning materials helped in the improvement of learners' retention rate.

Hafees (2017) examined the factors affecting quality provision in school education in Kerala (India). The researcher employed the survey method for data collection. The main purpose of the study was to find out which factors can affect the provision of quality in school education. The selected sample for the study included 200 teachers, 20 head-teachers and 100 parents. It was found that lack of adequate teaching-learning

materials; infrastructure and physical learning environment at school level were all the quality affecting factors.

Iqbal, Samiullah, and Anjum (2017) carried out a study on the effects of assessment techniques on students' performance. The purpose of the study was to find out the results of continuous assessment that improved the academic achievement of school students. The researchers adopted an experimental design for the study. Sixty students were selected as the sample for the study from grade eighth of a public sector girls' secondary school of Lahore. The results of the research study revealed that the treatment of the continuous assessment had positive effects on students' academic performance and learning outcomes, even among the underachieving students.

Ketkajorn et al. (2017) examined the factors affecting the assurance of quality education in schools. The objectives were to study the factors that affect the effectiveness of education quality and to compare these quality affecting factors in different school situations. The selected samples for the study consisted of 1,128 administrators and teachers from 33 schools. The findings of the study revealed that the factors affecting the effectiveness of quality assurance were at the top level. The first three factors lining up from high to low average scores were staff factor, management factor and teamwork factor. It was also found that concerning different school sizes, different affecting factors influenced the effectiveness of quality assurance and the statistical significance was at a 0.01 level.

Bird (2017) carried out a study on the relationship between teacher effectiveness and students' academic achievements in Oklahoma, United States of America. The study aimed at investigating the relationship among teacher evaluation scores, teacher experience, teacher education and students' achievement in Algebra, Biology, and English. The data were gathered from the teachers who taught Algebra, English and Biology for the 2012-13 school years. Also, the students who were assessed by these teachers in the mentioned subjects at the end of the course during these two years. The results of the study indicated that the students assigned to the teachers who had high evaluation scores, performed better than the others.

Prasetya (2018) studied the effect of textbooks on learning outcomes observed from different learning motivation. The study aimed to examine the effects of textbooks,

learning motivation and the interaction of textbooks and learning motivation towards learning outcomes. The study was based on a quasi-experimental design. The selected sample included 73 students who took the course of Learning Media of Geography. The results of the study indicated that there was a significant difference in learning outcomes between the students' groups who studied with manual and digital textbooks. Likewise, a significant difference was also found in the learning outcomes between two groups of students who had high and low learning motivation. The study also figured out the effect of the textbook and learning motivation interaction on learning outcomes.

Mwaniki and Guantai (2018) investigated the impact of instructional supervision by Quality Assurance and Standards Officers (QASOs) on teachers' teaching-learning competences in public schools of Nairobi and Machakos counties in Kenya. This study aimed to find out whether the supervision activities could improve teachers' pedagogical skills, the ability to use available teaching-learning materials in teaching and the ability to design and conduct effective evaluation and assessment of the students. The investigator of the study adopted descriptive survey design and a total of 110 School principals, 329 Heads of the Departments and 21 QASOs were selected as the sample for the study. The findings of the study showed that QASOs' instructional supervisory had improved teachers' teaching-learning competences in the evaluation and assessment of students. While, to some extent, this instructional supervision had improved teachers' pedagogic skills and their curriculum delivery practices in the classroom, particularly in the preparation of teaching aids.

Alemnge (2019) investigated the impact of school requirements on students' learning achievement. The main objective of the research study was to examine the effect of some school requirements (textbooks, writing materials, school uniform, and farm tools) on students' academic performance in urban and rural schools in Cameroon. The researcher used a cross-sectional survey design and a semi-structured Likert-type questionnaire to gather the data from class six students. The data were collected from 73 school principals located in 24 districts in New Jersey. The study found that the students who did not have the mentioned required learning materials in satisfactory amounts, their academic performance was seriously affected.

Andrade (2019) carried out a comprehensive critical research review, specifically those conducted between 2013 and 2018 on self-assessment. The study aimed to provide an

updated analysis of the theory and research on the mentioned topic. A total of 76 empirical studies were reviewed that were conducted on self-assessment and students' academic performance, students' insights about self-assessment, consistency of self-assessment and other assessments and the relation between self-assessment and self-directed learning. As a result, it was concluded that self-assessment particularly the well-directed formative assessment is most helpful both in students' performance as well as a self-regulated learning process.

Madani (2019) conducted a study to analyze the quality of education with respect to the United Nations' goals of Education for All policy. The data was collected through a literature review of the relevant conducted studies. The specific period selected for the research study was between 1990 and 2010. The study has found that there is a significant relationship between students' educational outcomes and the quality of environment, content and other pedagogical practices the students are exposed to every day. This study has also concluded that education policies like the Education for All should not be one size fits all, instead, it should be implemented flexibly in accordance with the needs, economic, social, political and cultural conditions of every single nation.

2.2 SUMMARY AND IMPLICATIONS FOR THE PRESENT STUDY

The reviewed studies showed that there are several different essential quality affecting factors and relevant elements. It is not only the teacher and his/her teaching-learning strategy which affects the quality of school education but; facilities at school, school governance and the availability of quality teaching-learning materials and many other factors are equally important for the quality improvement of education. Looking at the broad nature of the present study, the investigator has tried to review a variety of research related literature. Hence, a total of 40 research studies have been reviewed and reported under the present chapter. Moreover, six policy documents and official reports published by the Afghan government and other non-governmental organizations were also reviewed. The reviewed studies can be organized under three major categories based on the similarity of the factors that the researchers examined in all reviewed studies. The first category is about all quality affecting factors connected to the teaching-learning process in terms of teacher effectiveness, instructional materials, and assessment strategies. The second category includes all reviewed studies that mainly

focus on teaching-learning materials, infrastructure and other facilities required in the schools for quality improvement. And the third category provides a summary of studies conducted on the role of evaluation and school inspection both at internal and external levels. The summary of all reviewed studies are briefly presented as under:

Studies conducted by Bird (2017), Sirait (2016), Duruji, Azuh and Oviasogie (2014), Ganyaupfu (2013), Sisilya (2012), Marikoviz, Bjekic and Zlatic (2012), Suwan (2011), Lata (2011), Dilshad (2010) and Heck (2009) mainly focused on the effects of teacher quality and their professional competencies on students' academic performance and quality of education as a whole. The findings of all the above studies indicated a significant positive influence of teachers' professional competencies as well as students' motivation on the quality of education. It ultimately proves that the quality teachers with mastery in pedagogical skills and content knowledge are capable of designing an appropriate teaching-learning strategy with respect to organizing classroom activities, creating a good learning environment and effective time management, etc. Hence, all these are the influential factors that improve students' academic achievements in the learning process. Similarly, Andrade (2019), Iqbal, Samiullah and Anjum (2017), Moyosore (2015) examined the role of assessment as a teaching-learning related element and its impact on students' learning performance. The results of the above studies demonstrated that well-designed and directed assessment; especially formative assessment can be most helpful in improving students' learning performance. Further, Ghavifekr and Rosdy (2015) conducted a study on the effects of using Information and Communication Technology (ICT) in classroom instruction. The findings of this study revealed that teachers' preparation with ICT tools, knowledge, and adequate facilities are the main influential factors in the success of technology-based teaching-learning in schools. Further, Kothari and Pathak (2012) conducted a study on the impact of the total learning package developed by GCERT for Elementary Education. The findings of this study showed that out of the total 175 cases, only in 56 cases the mean achievement of the experimental group was higher than that of the control group. As a whole, the learning outcomes were not satisfactory in the assessed phases.

The second category of the reviewed studies focused on the importance of a number of other facilities including teaching-learning materials and teachers' availability in the

schools as the quality affecting factors. Alemnge (2019), Rehaf and Madani (2018), Prasetya (2018), Hafees (2017), Ketkajorn et al. (2017), Ogaga and Wallace (2016), Elly (2015), Josep (2013), Loku (2013), Atieno and Jafri (2011) and Dilshad (2010) found that easy access of teachers, learning materials, library, labs, safe learning environment profoundly affect students' academic achievements in schools, particularly in secondary schools where they need not only to get the knowledge of various subjects but also to practice for acquiring the necessary skills. Farooq et al. (2011), then studied another out of school factors like; socio-economic status and parents' literacy can equally affect the academic performance of students in schools. Also, the teacher-student ratio has been identified as one of the important quality influential factors in a study conducted by the Bangladesh Rural Advancement Committee (BRAC, 2004). Furthermore, Masino et al. (2015) conducted a comprehensive literature review on the importance of government policies as the quality intervention and concluded that they are more effective in improving students' performance, especially when they are accompanied by community participation.

The third category of the reviewed studies carried out by Khedkar (2015) and Sindhi (2015), examined the role of external and internal inspection and instructional supervision in quality education and found their crucial role in school quality education. Likewise, some other studies were done by Chaungule (2010), Murph & Troff (2012) and Dahiya (2011) also supported the above findings. According to them, effective school leadership in close cooperation with teachers' involvement in the teaching-learning process is a contributing factor to the quality improvement in schools. Juneam (2011) and Dangar (2015) concluded that to a certain extent, high-quality education depends on entirely satisfactory quality supervision (both administrative and instructional) in the schools. Additionally, Mwaniki & Guantai (2018) also remarked the impact of instructional supervision by Quality Assurance and Standards Officers (QASOs) on teacher teaching-learning competences in public schools. Makau et al. (2016) also supported by indicating the role of instructional supervision by school principal as a profoundly affecting factor to the academic performance of the students.

Given the above summary of related literature, it can be derived that all of these investigators studied many different quality-affecting factors of the educations including the effect of diverse teaching-learning methods on students' academic

performance. But, as it is seen, no study has been conducted specifically on pedagogy as a central quality indicator in secondary schools. Pedagogy in terms of the teaching-learning process, curriculum delivery practices, and evaluation process. Secondly, there is no study related to pedagogical practices in Afghan secondary schools. Since pedagogy is a fundamental quality indicator (Whelan, 2009; RAND Cooperation, 2011; Alexander, 2007; OECD, 2018), inappropriate classroom pedagogical practices result in poor quality education. Hence, studying pedagogy can provide us the answer to questions like how much appropriate our teachers' pedagogical practices are. Do these practices effectively contribute to quality education? These are the most important questions that should be answered with respect to Afghan school education quality. Accordingly, with specific concern to the Afghan context, the researcher of this study has come up with the idea to study pedagogy as a quality indicator in secondary schools of Paktia province in Afghanistan.

2.3 CONCLUSION

From this review of literature, it can be deduced that education quality affecting factors and indicators are many in number. Having realized that helps us to understand the broadness and complexity of the topic 'quality in education'. Nevertheless, this is significant that the teaching-learning process plays a very central and leading role in quality education. But with specific regard to the Afghan context, more research is required to gain a better understanding of the situation about pedagogical practices in the Afghan secondary schools, a purpose which has not been served yet by any other study. Hence, this current study is expected to provide the current state of the educational scenario concerning pedagogical practices in secondary schools in Afghanistan. Considering the research gap and the conceptual knowledge gained from the review of related literature above, the next chapter describes the methodology of the research adopted for this study.