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Inequities of Digital Skills and Innovation: An Analysis of Public and Private Schools in Punjab

Muhammad Shabbir Ali[*], Muhammad Naeem Ashraf[**] and Anila Yasmin[***]

Abstract

Technology has influenced instructional styles and enhanced learning opportunities for teachers. These innovative trends enable teachers in developing self-motivated and effective learning environments. The present paper carries out a comparison between the teachers of public and private schools about their digital skills. The researchers recruited 216 teachers from both sectors through two stage simple random sampling method. The data was composed by employing self-developed instrument having 9 indicators of digital skills. However, the consistency and validity of research instrument was confirmed while results were reported performing t-test and ANOVA. The findings show that public and private institutes mostly vary regarding the use of digital skills. It was also noted that private school teachers were more innovative in accessing digital skills. The paper suggests that initiatives may be taken to develop interest in public sector teachers regarding practice of technology moreover the government can also collaborate with private sector to learn from their digital experiences and train teachers from public sector.

Keywords: Technological skills, innovations, comparison of teachers' digital skills

[*] Assistant Professor (Education), University of Education, Lahore, Punjab, Pakistan
Email: shabbir.alisaleemi@ue.edu.pk
[**] Assistant Professor, Department of Education, Government Postgraduate College Samundri, Faisalabad, Punjab, Pakistan
[***] Lecturer, Department of Education, Government College for Women Peermahal, TTS, Punjab, Pakistan

Introduction

Education is regarded as a fundamental process for the future of an individual and society. In this renewal process, huge developments have been experienced in the educational technology; especially the digital media has played crucial role in enriching and increasing productivity of teachers and learners. The major intention of education is to modify the behavior of an individual through critical thinking and dynamic involvement of the learner. It can only be possible with highly skilled teachers, availability of school facilities and other required resources.

The quality of education provided by an institute is of great concern that depends upon the availability of resources. Overall school facilities determine the teaching as well as learning environment. Quality education can only be attained when the educational facilities are properly available, functional and utilized properly. In view of the fact that such quality depends on faith in teachers for conveying high-quality education (Sahlberg, 2010). With the introduction of laptops, tablets and smart phones, the teaching learning patterns have been changed and become innovative. Teachers have to be digitally skilled and trained in utilizing such technology in good manners to ensure effective teaching learning process. Moreover teachers are required to be professionally and digitally competent to grip digital technology in all situations either in personal or professional capacity (Lund et al., 2014).

In this current age of student centered learning environment, there is a need of new kinds of teaching methods that can sustain students' abilities to build up the problem solving skills, make them critical thinker and improve communication skills by utilizing digital technology (Saavedra & Opfer, 2012). No doubt ICT and information literacy are the most demanding skills of 21st century. The development and expansion of information and communication technology (ICT) is making its way to digitally equipped education environments in the whole world (UNESCO, 2003). The learning process using ICT is assisted by the text, images, audios and videos. By using such supporting media, any individual can develop his story and occupy an in-depth learning (Pounsford, 2007).

Almost every country has realized the significance of the rising digital age that is supported and illustrated by ICT. Several developed and under developing countries are striving hard to contribute their efforts in national development and are working firmly to explore the ways of smoothing their development process with the help of digital technology. According to Sosin et al (2004), Digital literacy is generally defined as the aptitude of an individual to use, understand and evaluate technology. Therefore, one has to understand the principles, rules and approaches which are mandatory to develop digital knowledge. Consequently, an individual has to develop an understanding about the usage of different digital technologies. The emerging appreciation in the favor of digital literacy

among students imitates the present standard of their familiarity to the 21st century and need of digital media in education system. Digital literacy and educational performance of students are positively related to digital media and it has positive but slight effect on performance of students (Machin et al., 2007).

In most of the countries, many services, e.g. healthcare, education and transportation are facilitated by both public and private sectors. Wherever these two sectors exist, the competition occurs between them. In connection with the system of providing educational vouchers for both public and private schools, the competition between both of them would make education systems more effective and productive. The quality of school facilities has great influence on the performance of schools (Suryadarma et al., 2006). The administrative and managerial staff positively affects the productivity of schools. The effective management system always helps to enhance the teachers' instructional skills and productivity of schools (Rehman & Begum, 2013). Furthermore the way in which available resources are administered and developed were positively associated with school overall performance. The cooperation and collaboration of parents with school staff and administration are also positively related to performance. The educational managers of private schools have enormous vision to improve the performance of their schools comparative to public schools educational managers (Tariq et al., 2012 & Khan, 2012).

Ertmer (1999) mentioned that many schools have necessary equipment and access to digital technology infrastructure but still there is a lack of evidence regarding its proper usage for pedagogical purpose (European Commission, 2013). The integration of digital technology in teaching as well as in learning process is very necessary. In addition positive behavior towards digital media and administrative support are also basics to start this integration of such emerging technologies in education (Ertmer et al., 2012 & Kopcha, 2012). With such positive attitude and proper trainings regarding the use of digital media, the effectiveness of teachers can be enhanced (Kay, 2006).

Definitely, over the last few years, with digital innovation in education, local government takes its part to stimulate it enormously. Digital innovations in education are such goals which are endeavoring to be achieved. For this, the teachers are bound to apply digital and innovative methods in classroom teaching to ensure effective learning. Voogt (2008) mentioned that mostly teachers did not use ICT during classroom teaching and if they did not support their instruction with digital technology, the desired results could not be achieved. While in contrast with this study, Ebrahimi and Jiar (2018) weigh up that technology is used effectively in schools and desired results are being produced.

Students tend to perform better in understanding and applying the ICT tools if proper management is available (Tunio et al., 2014). Nevertheless pedagogical use of ICT is comparatively least among students. The greater part of the students used digital technology for communication purposes with their peers as compared to other pedagogical applications. Furthermore it was observed that the schools working under public sector were better in using of pedagogical ICT as compared to schools working in private sector whereas urban schools were much better in usage of pedagogical ICT than semi urban and rural schools (Andoh & Issifu, 2015).

Iqbal (2012) revealed that public schools have provided best physical facilities to their students as compared to private schools and public school staff had good leadership qualities and management abilities than private schools. In contrast Shabbir et al. (2014) stated that performance of private schools is considered better. In another study, Hatlevik (2017) examined that use of ICT and self-efficacy of teachers are positively related to their professional development. Furthermore, the teachers' digital competency has also been related with the use of digital devices in their classroom instruction.

A number of studies have been carried out to compare a variety of indicators regarding ICT in public as well as private schools. Due to increasing importance of technology in every field of life, especially in education sector, there is a great need to evaluate the extent to which digital skills are being utilized in education sector. In this research project, the researchers elaborated and communicated the sense of superiority in public as well as private schools by focusing on use of digital skills.

Statement of the Problem

The role of digital technology in classroom instruction has encouraged active learning, developed critical thinking and enhanced knowledge construction for teachers and students. Therefore the teachers play a significant role incorporating it into their instruction. The usage of digital innovation is emerging gradually especially in educational sector to meet the challenges of existing era. The study established a comparison between public and private sector schools about their competencies of using of digital devices in educational environments.

Objectives of the Study

The objectives formulated for this study were to:

- Compare the digital skills of teachers working in public and private schools regarding the usage of ICT.
- Analyze the digital skills of teachers about practical use of digital facilities in public and private sector.
- Record the use of digital skills of teachers on the bases of demographic details.

Research Questions of the Study

- To what extent the digital skills were being utilized in public and private schools?
- To what extent teachers were skilled with respect to available digital facilities in their schools?
- Was there any difference in relation to the use of digital skills among teachers on the bases of their demographic details?

Significance of the Study

This research is beneficial for public as well as private school managers to observe the use of digital skills in order to run their system progressively to meet the requirements of the modern digital world. They will make aware of their strength, weak points and can work on it to develop their digital abilities. The researchers in the field of education can be benefited from the findings and can critically differentiate public as well as private schools regarding their access and usage of digital media.

Methods and Procedures

A descriptive research design was carried out for the study. The quantitative research approach was implemented to research at conclusion. The population of study involved teachers and head teachers of all public as well as private schools in district Faisalabad. Survey method was considered appropriate for data collection. Three-stage simple random sampling was adopted to draw representative sample of 216 teachers from public and private sector. There were six tehsils in district Faisalabad. At first stage, three Tehsils; Samundri, Tandlianwala and Faisalabad Sadar were selected using simple random sampling. At second stage, four male schools (two urban & two rural) and four female schools (two urban & two rural) were selected randomly from each selected Tehsil. Finally, there were 24 schools, 12 public and 12 private, representing 144 teachers from public sector schools and 72 teachers from private sector.

Development of Research Instrument

A Self-developed tool was adopted for data collection to meet the desired objectives of the study. The instrument contained 58 items and was developed on a five point rating scale. The research items were designed to assess nine dimensions associated with teachers' digital skills. These were accessing to digital media and basic information, knowing about content arrangement and content creation, methods of content delivery and content evaluation, skills regarding online processing, record keeping and communication with parents.

Validity and Reliability of the Instrument

Face validity and validity regarding content were formulated by the carefully selected sample of experts to check the validity of current tool. The consistency of the research instrument was tested and approved through a pilot study. The test of Cronbach's Coefficient Alpha was performed as an alternate test for checking the dependability of the data however index was reported .89 Alpha mark.

Interpretation of Data

Two inferential statistics were performed for analysis of data with regard to conclusion. The tests were as independent sample t- test and the ANOVA.

H_0: There was no considerable variance between public and private sector institutes regarding digital access

Table 1
Public and Private Sector School relating to Digital Access

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	t	df	Sig.	Lower	Upper
Digital Access	3.07	1.06	3.78	0.79	-3.717	214	.000	-1.081	-0.329

The above table demonstrated that t-test was applied to know the difference between public sector and private sector institutes regarding digital access. The public sector institutes scored (M = 3.07, S.D = 1.06) and private sector institutes counted (M = 3.78, S.D = 0.79, $t\ (214) = -3.717$, $p < 0.05$). The results showed that the teachers of private schools have more access to digital media as compared to teachers of public schools. The significance level was recorded less than alpha value 0.05; therefore the null hypothesis became false. So, it was confidently concluded that public and private institutes differed significantly on access to digital media. The 95% C-I for this indicator demonstrated that the real mean difference lies in interval.

H_0: There was no considerable variance between public and private sector institutes regarding content creation

Table 2
Public and Private Sector School relating to Content Creation

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	t	df	Sig.	Lower	Upper
Content Creation	3.58	1.16	4.19	0.65	-3.082	214	.003	-0.999	-0.217

The above table revealed about the application of t-test to know the difference between public sector and private sector institutes regarding content creation. The public sector institutes achieved (M = 3.58, S.D = 1.16) and private sector institutes gained (M = 4.19, S.D = 0.65, *t (214)* = -3.082, $p < 0.05$). The results mentioned that the teachers of private schools have more content creation skills as compared to teachers of public schools. Therefore the null hypothesis became false and it was safely concluded that public and private institutes varied extensively on content creation abilities. The 95% C-I for this indicator also revealed that the true mean difference lies in interval.

H_0: There was no considerable variance between public and private sector institutes regarding content evaluation

Table 3
Public and Private Sector School relating to Content Evaluation

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	t	df	Sig.	Lower	Upper
Content Evaluation	3.84	0.96	4.46	0.47	-3.880	214	.000	-0.940	-0.304

The above table displayed that t-test examined the difference between public and private institutes regarding content evaluation. The public institutes scored (M = 3.84, S.D = 0.96) and private institutes achieved (M = 4.46, S.D = 0.47, t (214)= -3.880, $p < 0.05$). The results indicated that the teachers of private schools exercised more content evaluation skills as compared to public sector school teachers. Moreover significance value reported that null hypothesis was not accepted. Furthermore it was admitted that public and private sector institutes differed considerably on content evaluation abilities. The 95% C-I for the indicator revealed that the exact mean variance lies in interval.

H_0: There was no considerable variance between public and private sector institutes regarding online processing system.

Table 4
Public and Private Sector School relating to Online Processing

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	t	df	Sig.	Lower	Upper
Online Processing	4.01	0.79	3.56	0.99	2.69	214	.008	0.118	0.1189

The above table revealed that t-test was applied to know the difference between public and private sector institutes about online processing system. The public institute scored (M = 4.01, S.D = 0.79) and private institutes counted (M = 3.56, S.D = 0.99, *t* (214)= 2.692, $p < 0.05$). The results explained that public schools have better online

processing system as compared to private schools. According to p-value, the null hypothesis was rejected. So, it was concluded firmly that public and private institutes extensively vary in online processing system. The 95% C-I for the indicator revealed that the proper mean difference lies in interval.

H_0: There was no considerable variance between public and private sector institutes regarding communication

Table 5
Public and Private Sector School relating to Online Communication

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	t	df	Sig.	Lower	Upper
Communication	3.35	1.02	3.96	0.87	-3.238	214	.002	-0.987	-0.237

The above table revealed that t-test was applied to know the difference between public and private sector institutes about communication. The public sector institutes scored (M = 3.35, S.D = 1.02) and private institutes counted (M = 3.96, S.D = 0.87, t (214)= -3.238, $p < 0.05$).The results exhibited that teachers of private schools have better communication skills with parents as compared to public schools. As the p-value was less than alpha value 0.05, the null hypothesis became false. Therefore it was admitted confidently that public and private institutes differed noticeably on communicating with parents by using digital media. The 95% C-I for the indicator revealed that the true mean difference lies in interval.

Table 6
Public and Private Sector School relating different Indicators

Institutes	Public (n = 144)		Private (n = 72)					95% C-I	
	M	S.D	M	S.D	T	df	Sig.	Lower	Upper
Basic Information	3.77	1.18	4.07	0.74	-1.47	214	.144	-0.705	0.104
Content Arrangement	3.82	1.13	4.13	0.86	-1.51	214	.134	-0.713	0.096
Content Delivery	3.42	1.00	3.22	1.05	1.04	214	.301	-0.186	0.599
Record Keeping	3.51	1.02	3.40	0.92	0.59	214	.559	-0.267	0.492

The mean scores and standard deviations of above four indicators; basic information, content arrangement, content delivery and record keeping indicated that teachers of private schools were better in having basic information and content arrangement skills as compared to the teachers of public schools. However the teachers of public schools were better in content delivery. The record keeping facilities were better in public institutes as compared to private institutes. Moreover the results of independent sample t-test revealed that all four indicators were statistically not significant. It means that the difference between public and private institutes regarding basic information,

content arrangement, content delivery and record keeping was slight though it was not notable statistically. It can be easily decided that in both public and private schools, teachers have approximately same basic knowledge about digital media, content arrangement, content delivery and record keeping system.

Table 7
The Urban and Rural Schools using of Digital Skills

Locality	Urban		Rural					95% C-I	
	M	S.D	M	S.D	T	df	Sig.	Lower	Upper
Digital Access	3.44	0.90	3.17	1.36	1.422	214	.158	-.104	.638
Basic Information	4.06	0.99	3.67	1.09	2.003	214	0.47	.004	.762
Content Arrangement	3.99	1.09	3.85	1.03	0.715	214	.476	-.245	.523
Content Creation	3.96	0.98	3.61	1.10	1.865	214	.065	-.021	.733
Content Delivery	3.27	1.06	3.45	0.98	-0.96	214	.340	-.549	.191
Content Evaluation	4.18	0.84	3.91	0.89	1.745	214	.084	-.037	.590
Online Processing	3.86	0.89	3.85	0.88	0.021	214	.984	-.318	.324
Record Keeping	3.63	0.94	3.33	1.02	1.674	214	.097	-.054	.654
Communication	3.57	1.02	3.53	1.01	0.179	214	.858	-.335	.401

The above table showed that t-test was applied to know the difference between urban and rural schools regarding use of digital media. The mean achievement scores indicated that majority of urban schools were more advanced in using digital media as compared to rural schools. Whereas the results of t test also revealed that all above indicators were statistically not significant which means that the variance between urban as well as rural institutes regarding use of digital technology was slight and ignorable.

H_0: There was no considerable variance regarding basic information with respect to their academic qualification of teachers

Table 8
Comparison of Academic Qualification with respect to Basic Information

Basic Information	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.40	2	5.2	4.92	.009
Within Groups	123.653	213	1.057		
Total	134.653	215			

The above table presented that Analysis of Variance (ANOVA) was computed to compare digital skills of teachers with academic qualifications regarding basic information. The data revealed that *(F* (2, 213) = 4.92, p<0.05) while the significance value of the test was 0.009 which was not greater than Alpha level. Therefore the null hypothesis became false and it was concluded that there existed a considerable difference between digital skills of teachers with respect to their academic qualification regarding basic information.

H_0: There was no considerable variance regarding content arrangement with respect to academic qualification of teachers

Table 9
Comparison of Academic Qualification with respect to Content Arrangement

Content Arrangement	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	9.76	2	4.88	4.59	.012
Within Groups	124.406	213	1.063		
Total	134.166	215			

The above table showed the Analysis of Variance (ANOVA) was calculated to compare different academic qualification groups of teachers regarding content arrangement. The data revealed that *(F* (2, 213) = 4.59, $p<0.05$) while the significance value of the test was .012 which was not greater than Alpha level. Therefore the null hypothesis became false and it was concluded that there existed a considerable difference between digital skills of teachers with respect to their academic qualification about content arrangement.

H_0: There was no considerable variance regarding content creation with respect to academic qualification of teachers

Table 10
Comparison of Academic Qualification with respect to Content Creation

Content Creation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.888	2	6.944	6.852	.002
Within Groups	118.567	213	1.013		
Total	132.455	215			

The above table demonstrated that ANOVA was performed to compare academic qualification of teachers regarding content creation. The data revealed that *(F* (2, 213) = 6.85, $p<0.05$) while the significance value of the test was .002 which was not greater than Alpha level. Therefore the null hypothesis did not become true and it was observed that there existed a considerable difference between digital skills of teachers with respect to their academic qualification regarding content creation.

Table 11
Comparison of Academic Qualification with respect to different Indicators

Variables		Sum of Squares	*df*	Mean Square	*f*	Sig.
Digital Access	Between Groups	0.987	2	0.494	0.46	.633
	Within Groups	125.623	213	1.074		
	Total	126.610	215			
Content Delivery	Between Groups	0.424	2	0.212	0.199	.820
	Within Groups	124.534	213	1.064		
	Total	124.958	215			
Content Evaluation	Between Groups	1.095	2	0.547	0.710	.494
	Within Groups	90.222	213	0.771		
	Total	91.317	215			
Online Processing	Between Groups	0.08	2	0.04	0.55	.951
	Within Groups	93.277	213	0.797		
	Total	93.357	215			
Record Keeping	Between Groups	4.056	2	2.028	2.112	.126
	Within Groups	112.369	213	0.960		
	Total	116.425	215			
Communication	Between Groups	3.195	2	1.597	1.565	.213
	Within Groups	119.394	213	1.02		
	Total	122.589	215			

The above table presented the Analysis of Variance (ANOVA) that was executed to compare academic qualification of teachers regarding different indicators. It was observed that the significance (*p*) value of the F test for all above indicators was not less than 0.05. Therefore the null hypotheses became true and it was observed that there was not considerable difference between digital skills of teachers with respect to their academic qualification regarding digital access and content delivery, content evaluation, online processing, record keeping and communication.

Post Hoc Tests

Since the hypothesis of equal means was rejected for basic information, content arrangement and content creation, therefore researchers investigated which academic qualification mean was different from other group means.

Table 12
Tukey HSD test for Basic Information, Content Arrangement and Content Creation

Indicators	(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% C-I	
						Lower	Upper
Basic Information	B.A	M.A/BS	-.87363	.30461	.013	-1.5967	-.1505
		M.Phil.	-1.12601	.38956	.013	-2.0508	-.2012
	M.A/BS	B.A	.87363	.30461	.013	.1505	1.5967
		M.Phil.	-.25238	.28626	.653	-.9319	.4272
	M.Phil.	B.A	1.12601	.38956	.013	.2012	2.0508
		M.A/BS	.25238	.28626	.653	-.4272	.9319
Content Arrangement	B.A	M.A/BS	-.87918	.30553	.013	-1.6045	-.1539
		M.Phil.	-1.04017	.39074	.024	-1.9678	-.1126
	M.A/BS	B.A	.87918	.30553	.013	.1539	1.6045
		M.Phil.	-.16099	.28713	.841	-.8426	.5206
	M.Phil.	B.A	1.04017	.39074	.024	.1126	1.9678
		M.A/BS	.16099	.28713	.841	-.5206	.8426
Content Creation	B.A	M.A/BS	-1.06173	.29828	.002	-1.7698	-.3537
		M.Phil.	-1.21282	.38146	.005	-2.1184	-.3073
	M.A/BS	B.A	1.06173	.29828	.002	.3537	1.7698
		M.Phil.	-.15109	.28031	.852	-.8165	.5143
	M.Phil.	B.A	1.21282	.38146	.005	.3073	2.1184
		M.A/BS	.15109	.28031	.852	-.5143	.8165

Above table showed the results of Tukey LSD test for three groups of academic qualification for basic information, content arrangement and content creation. It was observed that mean score for B.A was significantly different from other two groups whereas *p-value* for M.A and MPhil was not significant in each case. Hence, for all three indicators it was concluded with 95% confidence that teachers with academic qualification B.A seem to have different digital skills on the average than M.A/BS and MPhil.

Discussion

The findings of the study disclosed that private schools were more resourceful in accessing to digital media; their teachers have sound basic information, they were efficient in arranging developing and evaluating content moreover they were more capable in communicating with parents through digital media. On the contrary, it was observed that public sector schools were digitally better than private schools in delivery of content, online processing and record keeping. Although there was an availability of digital devices like computers, tablets, multimedia, scanner and printer in public schools yet they were not properly used. The study of Asaolu and Fashon (2012) revealed that

digital media was comparatively limited in public sector schools while the study indicated that schools working in private sector have more accessibility of digital media. Another finding of this study was consistent that private schools show improved performance than public schools in access to digital media, basic information and content arrangement (Shabbir et al., 2014). Private school teachers are much better than public school teachers in content delivery skills. This finding is reliable with Voogt (2008) who has the opinion that teachers do not use digital media in their teaching as required, but when the way they use it, the actual learning does not take place. So they are needed to be digitally more skilled.

It was also observed that digital technology had improved the content evaluation process in private sector schools more than public schools. Nevertheless Andoh and Issifu (2015) contradicted to these results in the sense that public schools use digital media more effectively than that private school. Pounsford (2007) demonstrated that digital technology enhance teaching learning process through use of texting, developing images, recording audio and video streaming which ultimately illustrate the positive relationship between digital technology and educational performance. The results of the study conducted by researchers demonstrated that there was evidence that use of digital media in schools improves educational performance (Machin et al., 2007). Another study also supported and advocated the same ideas in their findings (Sosin et al., 2004).

In addition, Andoh and Issifu (2015) concluded in their research that urban schools were advanced in using digital media than rural schools. Moreover, findings of this research demonstrated that majority of urban schools were more advanced in using digital technology as compared to rural schools but the difference between urban and rural institutes was so slight and negligible. A group of researchers also supported these ideas (Tunio et al., 2014).

Conclusion of the Study

The following research was conducted to overview the trends of using digital skills between public and private sector institutions. The findings of research paper potentially unveiled that both sectors differ extensively regarding the use of their digital skills. The study revealed that private sector institutions were more advanced and innovative in using modern digital devices in their teaching and learning process. Moreover, the teachers of private sector were more experienced and well trained in accessing digital media, they have had more basic information and they were found digitally conscious in content arrangement, content development as well as content evaluation as compared to public sector teachers. However, in contrast to private institutions the public schools were reported better in delivery of content, online processing and record keeping.

The results also demonstrated that majority of urban schools were more advanced in using digital skills as compared to rural schools. It was also examined that there was a substantial variation in digital aptitudes of teachers regarding basic information, content arrangement and content creation in respect to their academic qualification. Moreover, it was observed that teachers with academic qualification B.A seem to have different digital skills on the average than M.A/BS and MPhil teachers. Therefore the teachers with high academic qualification were more digitally skilled and innovative in their teaching. The researchers were shocked to see that private schools had limited quality of human and material resources for ensuring better performance as compared to public schools. The distinctive aspect of this research was that it compared the most recent digital media availability, access and usage in both public and private sector.

Recommendations

Some of the policy recommendations were suggested in connection with this research paper to ensure the proper use of digital skills and innovation in both public and private schools. Firstly, School Education Department should conduct in-service teacher trainings to enhance digital skills among school teachers. Secondly, workshops, seminars and conferences should be conducted for teachers to aware about modern trends and innovation in education. Moreover, government should collaborate with private sectors to learn from their experiences regarding use of digital skills. In addition to these, initiatives should be taken to develop interest in teachers regarding the use of technology in education.

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