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**Islam Kalaivani, Schneibel Siegmund & Mueller
Pribilova**

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Factors Influencing Quality Education Among Secondary Schools in Sarajevo, Bosnia

¹*Islam Kalaivani, ²Schneibel Siegmund & ³Mueller Pribilova

¹*Post Graduate Student, University of Sarajevo

²Lecturer, University of Sarajevo

³Lecturer, University of Sarajevo

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Abstract

The study examined the factors influencing quality education among secondary schools in Sarajevo, Bosnia. The study's specific objectives were to examine the role of the board of management, e-learning and student interaction on education quality. The study adopted a cross-sectional research design. The target population was 374 teachers and students. The study used questionnaires to collect the data. The study did sampling of 193 respondents selected from the target population of 374. The correlation results of the study showed that board of management, student interaction and e-learning was positively and significantly associated with the education quality. The study found that 64.9% of the variations in the quality of education among the secondary schools in Sarajevo, Bosnia is explained by the board of management, student interactions and e-learning. The study found that the board of management was positively and significantly related to the quality of education among the secondary schools in Sarajevo, Bosnia ($\beta=.403$, $p=0.001$). The relationship between student interactions and the quality of education among the secondary schools in Sarajevo was found to be positively and significantly related ($\beta=.194$, $p=0.000$). E-Learning and quality of education was found to be positively and significantly related ($\beta=.243$, $p=0.007$). The study concluded that board of management, student interaction and e-learning were satisfactory in determining the quality of education among secondary schools in Sarajevo, Bosnia. The study recommended schools need to engage in rewarding and promoting hardworking teachers and students and this will positively improve the quality of education. There should also be easy access to the required resources such as books by both the teachers and students. There is a need of the school to develop educational networking and promote the development of the ICT centers. The study recommended that schools need to promote the interaction between student to student and also between student and teachers. The study recommended that schools need to advocate for e-learning to enhance the quality of education since technology is inevitable.

Keywords: Board of management, e-learning, student interaction, quality of education, Sarajevo, Bosnia

1.0 INTRODUCTION

Quality of education includes the degree of excellence of the students in making decisions. The results on the quality education include knowledge, skills and attitudes and are linked to national goals for education and positive participation in society (Costa, Cardoso, Lima, Ferreira, & Abrantes, 2015). It includes enhancing the ability of the learners to have a healthy and conducive environment that facilitates easy learning (Cha, Park & Seo, 2020). The focus of quality in education is found in the students admitted, the learning adopted, and the institution's academic staff (Kuimova, Kiyantsyna & Truntyagin, 2016). Education has been recognized as a central element in the countries' social and economic development (Dasgupta, Granger & McGarry, 2002).

Quality education is believed to be one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth (World Bank, 2012). Education promotes economic growth, national productivity and innovation and values of democracy and social cohesion. Education is key in attaining the Millennium Development Goals (universal primary completion and gender parity in primary and secondary schooling) and Education for All goals (Islam, 2015). Regarding the quality of education, McGreal, (2017) contend that quality has become critical in many countries that are expanding enrolments and in nations with constrained resources. UNESCO documents that tension between quantity and quality has characterized education in most countries over the last two decades. Quality has become an issue so severe that it is described not as a choice but imperative (UNESCO, 2004).

Students' empowerment is essential in improving their argumentation capability and reasoning (Akram, Shaheen & Kiyani, 2015). The empowerment has been emphasized by many international conventions, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), as one factor that stimulates the quality of education (UNE 2010). Thus, countries are developing initiatives to enable students to have equal opportunities in society to have quality education (Edmeades, Lantos & Mekuria, 2016). Quality education entails allowing the people to acquire and possess power resources to help make decisions on their own or resist others' decisions, which may affect them. Providing quality education is a factor that needs to be undertaken with weight to minimize the possibility of having graduates who cannot make concrete arguments from the global perspective (Choudhry, Mutalib & Ismail, 2019).

The quantity and quality of school inputs, the effectiveness of the curriculum and teaching methods, and the school and home environment's quality are fundamental in enhancing education quality (Kuimova, Kiyantsyna & Truntyagin, 2016). Based on this background, it is evident that quality of education is one of the turnaround strategies that can enhance the maximum exploitation of society's resources. It is potent for the government and any other stakeholders in the education system to enhance education quality. Consequently, it was essential for a study to be conducted in Bosnia to examine how education can be fostered. This formed the study's rationale that looked at the factors influencing quality education among secondary schools in Sarajevo, Bosnia.

1.2 Statement of the problem

Good quality education is indispensable to learners to provide them with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being (UNESCO, 2019). The

future of the country depends on a quality education being provided in every school and it plays a significant role in student education. Quality education provides the foundation for equity in society. Quality education is one of the most basic public services. It enlightens and empowers citizens and enables them to contribute to the maximum extent possible to their communities' social and economic development (Matusch, Schneibel, Dannwolf & Siegmund, 2018). However, the quality of education in some secondary schools in Sarajevo in Bosnia has been wanting. This formed the morale to conduct the study.

Based on the literature reviewed, there was scanty information concerning factors influencing quality education among secondary schools in Sarajevo. The knowledge gap was presented in terms of the conceptual, contextual, methodological gap and theoretical gap. The contextual gap from the reviewed literature resulted from the fact that none of the studies was conducted in Sarajevo. On the other hand, the reviewed studies' conceptual gap was that none of those studies examined the role of the board of management, e-learning and student interaction on education quality. Therefore, the review was worthy of being conducted to explore the factors influencing quality education among secondary schools in Sarajevo, Bosnia. Based on the study's findings, policies were suggested to enhance the quality of education in Sarajevo, Bosnia.

1.3 Research Objectives

- i. To examine the role of board of management for promoting quality education in Secondary Schools in Sarajevo, Bosnia
- ii. To determine the relationship between e-learning and quality of education in Secondary Schools in Sarajevo, Bosnia
- iii. To examine the influence of student interaction on quality of education in Secondary Schools in Sarajevo, Bosnia

1.4 Hypotheses of the Study

The null hypotheses tested were;

- i. **H₀₁**: Board of management has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia
- ii. **H₀₂**: E-learning has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia
- iii. **H₀₃**: Student interaction has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

2.0 LITERATURE REVIEW

The section entails the empirical and theoretical review.

2.1 Empirical Review

UNESCO supports member states to develop education systems that foster high quality and inclusive lifelong learning for all. Promoting gender equality through education systems from early childhood to higher education in formal, non-formal and informal settings enhances education quality (UNESCO, 2016). Education stakeholders who include the Board of management, principal, teachers and community, have a critical role in ensuring the quality

of education through e-Learning. A study conducted by UNESCO (2016) showed that teachers, boards of management and principals are crucial to improving the quality of education of the students.

The quality of education is obtained when teachers, principals and other education stakeholders are competent (Rieckmann, 2017). In other words, recruiting well-trained teachers, Board of management and principals and providing them with support inside and outside the classroom help provide a high-quality education to all children. Indeed, good education stakeholders matters even more for girls' learning success, whose average years of schooling may be fewer than boys'. Good teachers help to ensure that girls acquire necessary competencies and foundational skills during their limited number of years in school (Latchem, 2014).

Kuimova, Kiyanitsyna and Truntyagin (2016) sought to examine how e-learning has become an essential part of enhancing education quality in secondary schools in Russia. The study adopted a cross-sectional research design. The target population included 37 secondary schools in Moscow. The results of the study noted that e-learning enhances the quality of education through the expansion of pedagogical resources, motivation, educational networking and development of ICT centers. The findings also noted that e-learning improves the accessibility of the reading materials which facilitates higher quality of education. The study concluded that e-learning is positively related to the quality of education.

Kalaivani (2014) tried to inspect the impact of e-learning in improving the nature of instruction in India. The consequences of the examination found that e-learning incorporates all types of electronically upheld learning and instructing. E-learning includes conveying content through electronic media like the web, intranet, extranet, LAN, Satellite wide expenses and sound tapes. The examination exhibited that e-learning could be separated into web-enhanced courses, web-subordinate courses in blended mode courses and so forth E-learning approaches are PC based learning, PC based preparing, PC upheld communitarian learning, innovation upgraded learning, and so forth Quick changes in advances are showing that the part of e-learning later on will fill hugely in training. The examination inferred that advancing e-learning in schools in India has expanded the nature of training decidedly. The investigation prescribed that schools need to advocate for e-figuring out how to upgrade the nature of training since innovation is unavoidable.

Costa, Cardoso, Lima, Ferreira and Abrantes (2015) determined whether learner interaction influences academic achievement and performance. Quantitative research was carried out, involving a representative sample of 1986 students attending Secondary Education Schools located in the central region of Portugal. Questionnaires were used to collect the data. The results of the study found that the learner interaction included learner-to-learner interaction, learner to-instructor interaction and learner-to-content interaction. The study concluded that learner interactions was positively related to academic achievement and performance. The study recommended that schools need to emphasize more on the learner interactions so to increase the achievement and performance of the students. Mueller and Lee (2017) sought to examine how the interaction of the students influences the education quality in Bosnia. Data was collected through the administering of the questionnaires. Explanatory researcher design was used. The unit of observation included teachers, parents, principals and board of management. The study concluded that interactions of the students with education stakeholders such as teachers and principals had increased the quality of education.

Martin, Guillaume and Epitropaki, (2014) looked to decide understudy's viewpoints on the viability of utilizing e-learning on improving the nature of instruction in Bosnia. The examination embraced a blended technique plan. The information was investigated utilizing SPSS form 19.0. The aftereffects of the examination demonstrated that web is broadly utilized as an exploration and instructive apparatus, giving simple admittance to worldwide data and moment correspondence. E-Learning is one of the instructional trainings programs that help understudies in their investigations to improve the nature of schooling. Most understudies are presented to E-learning and among the reasons they like to learn through e-learning is that it gives them more noteworthy adaptability to choose either educator drove or self-study courses and furthermore empower them to be adaptable to learn at any spot and time. Nonetheless, the investigation found that one of the disservices of utilizing e-Learning is that it diminishes the requirement for vis-à-vis connection with their companions. The investigation inferred that e-learning is essential in improving the nature of training among schools.

Pacleb and Nikulin (2017) inspected the connection between understudy instructor's cooperation and scholastic accomplishment to schools in Sarajevo, Bosnia. The investigation utilized the utilization of connection configuration to build up the idea of the connections. The objective populace included 246 respondents chose utilizing a straightforward irregular inspecting strategy. To investigate the information, the examination of fluctuation (ANOVA), T-Test, Multiple relapses (MR) and Pearson item second connection measurable devices were utilized to set up the distinction and connection between understudy instructors communication and scholastic execution. Discoveries uncovered that understudy instructor's collaboration builds scholarly accomplishment decidedly. The investigation presumed that understudy educator's connection is essential in expanding scholastic accomplishment and hence should be advanced.

Salam and Islam (2019) sought to examine teacher leadership's role in promoting non-formal Primary Education in Bangladesh. The study utilized the descriptive research design and the target population was 649 who were inclusive of teachers and students. Qualitative and quantitative approaches were used. The results of the investigation showed that effective non-formal primary education change is dependent on the exercise of effective leadership roles. Teachers have a significant leadership role in lifting students' achievement and school development. Most teachers reported they considered teachers to be leaders but that they were not familiar with teacher leadership concepts. This study also revealed that teacher leadership practices were limited and initiatives to develop teacher leadership were rare. The study suggested that for teacher leadership to be enhanced and effective within Bangladesh's ongoing development of education, more training needs to occur and teachers need to be involved in planning at all levels of non-formal primary education. Nonetheless, the study was done in Bangladesh, which has a distinct context. Thus, a contextual gap exists.

Sarker, Al Mahmud, Islam and Islam (2019) examined the challenges of adopting e-learning at higher educational institutions in Bangladesh. Primary data was collected from the students using a well-structured survey questionnaire. The findings of the study noted that institutional, administrative and technical limitations negatively affected the implementation of e-learning. Lack of knowledge among teachers and students, cost of installation and maintenance of the technology and lack of goodwill negatively influence the implementation of e-learning. The study recommended that better orientation of the users, quality content distribution though user-friendly systems and enhanced asynchronous interaction between the lecturers and students are the key pre-requisites to harness the optimum benefit from e-

learning technologies in Bangladesh. Teachers and students need to be educated on the importance of advancing to the modern technology of e-learning.

Cha, Park and Seo (2020) aimed to identify factors to be considered when advancing to the modern technology in the classrooms. In-depth interviews were conducted with experts, yielding many factors to be taken into account when integrating ICT in various educational contexts of developing countries. The factors to be considered when developing information and communication technology to the classrooms include current status and relevant policies in ICT education, infrastructure and technical challenges, pedagogical methods and educational resources. The study recommended that schools need to emphasize much on current status and relevant policies in ICT education, infrastructure and technical challenges, pedagogical methods and educational resources before deciding to introduce the information and communication technology to the classrooms.

2.2 Theoretical Review

The study was anchored on contingency theory of leadership. The proponent of this theory was Fred Fiedler in 1964. The hypothesis contends that a pioneer's capacity to lead is dependent upon different situational factors, including the pioneer's favored style, adherents' abilities and practices, and different other situational factors. There is no most ideal approach to put together an association or decide; all things considered, the ideal game-plan is dependent upon the inner and outside circumstance (Kerr, Schriesheim, Murphy and Stogdill, 1974). As indicated by Kriger and Seng (2005), possibility hypothesis produces useful applications for pioneers in various associations. A pioneer ought to consider different elements that influence the foundations prior to settling on any of the choices. As indicated by Nunes and Pinheiro (2011), Fiedler created possibility hypothesis by considering the styles of various pioneers who worked in different settings.

The possibility hypothesis expresses that administration viability relies upon numerous factors (Waters, 2013). Thusly, a particular attribute under a specific circumstance makes an individual chief powerful, while a similar quality for another situation may make the pioneer ineffectual. Possibility speculations are a class of social methodologies that guarantee that there is nobody most ideal method of driving. An initiative style that is viable in certain circumstances may not be fruitful at times. Pioneers should be changing their administration styles dependent on the conditions and nobody ought to be liked to different (Peters, Hartke and Pohlmann, (1985). The hypothesis was applicable to the investigation.

The fundamental thought behind possibility hypothesis is that various circumstances will request various styles of initiative. At the end of the day, the best initiative style is dependent upon the situation. The comprehension of possibility hypothesis will help school pioneers severally. In the first place, this hypothesis assists with distinguishing outside factors that sway the nature of instruction inside a school. Also, possibility hypothesis assists with evaluating the effect of a school's authoritative design on reactions to outer pressing factors and requests. In particular, contingency theory will be important in explaining the study.

3.0 RESEARCH METHODOLOGY

The study adopted the cross-sectional research design. The target population was 374 teachers and students. The study used a sample of 193 that was obtained from the target population. The most effective instruments that were used for the data collection were questionnaires. The reasons why questionnaires were used were because they were easy to be

administered and were less costly. They enhanced a tremendous collection n of data in a short period of time.

4.0 RESEARCH FINDINGS AND DISCUSSION

The section includes the correlation analysis, multicollinearity test, regression analysis and hypotheses testing. Each of the sections was comprehensively analysed.

4.1 Correlation Analysis

Correlation analysis is used to examine the association between variables. The association might be negative or positive. A negative association implies an increase of one variable leads to a decrease of the variable. On the other hand, a positive association indicates an increase in one variable leads to an increase in the other variable. The correlation analysis s of the variable is presented in Table 1

Table 1: Correlation Analysis

		Quality of Education	Board of management	Student Interactions	E-Learning
Quality of Education	Pearson Correlation	1.000			
	Sig. (2-tailed)				
Board of management	Pearson Correlation	.647**	1.000		
	Sig. (2-tailed)	0.000			
Student Interactions	Pearson Correlation	.408**	.397**	1.000	
	Sig. (2-tailed)	0.000	0.000		
E-Learning	Pearson Correlation	.781**	.615**	.248**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	

The correlation results from Table 1 show that the board of management was positively and significantly associated with Quality of Education ($r=.647$, $p=.000$). This implied an improvement in the board of management leads to an enhancement of the quality of education among the secondary schools in Sarajevo, Bosnia. The association between student interactions and quality of education was found to be positively associated ($r=.408$ $p=.000$). This meant that an increase in student interactions would lead to an improvement in the quality of education. Lastly, E-Learning was found to be positively and significantly associated with the quality of education. This indicated that an increase in the e-learning programs would lead to an increase in the quality of educations.

These results concur with the findings of Moldazhanova, Toleubekova, Zhumataeva and Sarzhanova (2018), who noted the school managers play a crucial role in enhancing the quality of education among schools. Besides, Kuimova, Kiyanitsyna and Truntyagin (2016) noted that e-learning enhances the quality of education through the expansion of pedagogical resources, motivation, educational networking and development of ICT centers. Kalaivani (2014) demonstrated that promoting e-learning in schools in India has increased the quality of education positively. Costa, Cardoso, Lima, Ferreira and Abrantes (2015) found learner interactions is positively related to academic achievement and performance. Mueller and Lee (2017) revealed the interactions of the students with education stakeholders such as teachers and principals had increased the quality of education.

4.2 Multicollinearity Test

Multicollinearity was tested using variance inflation factor VIF and the results are presented in Table 2.

Table 2: Multicollinearity Test

Variable	VIF
Quality of Education	3.14
Board of management	1.27
Foreign exchange trading income	4.85
Student Interactions	2.80
E-Learning	1.89

The results in Table 2 indicated absence of multicollinearity since the VIF of all the variables were less than 10. VIF values in excess of 10 is an indication of the presence of Multicollinearity. Therefore, the study proceeded with conducting the regression analysis

4.3 Regression Analysis

The section comprised of model fitness, analysis of variance and regression of coefficient. The results presented in Table 3 indicate the model fitness

Table 3: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671a	0.649	0.621	0.143038

The results from Table 3 shows that board of management, student interactions and e-learning were found to be satisfactory in explaining the quality of education among the secondary school in Sarajevo, Bosnia. This was supported by the coefficient of determination, also known as the R square of 0.649. This implied that board of management, student interactions and e-learning explain 64.9% of the variations in the quality of education among the secondary schools in Sarajevo, Bosnia.

Table 4: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.187	3	1.729	96.056	.000b
	Residual	3.081	171	0.018		
	Total	8.268	174			

The results in Table 4 indicate that the overall model was statistically significant. The results imply that board of management, student interactions and e-learning are good predictors in explaining the quality of education among the secondary schools in Sarajevo, Bosnia. This was supported by an F statistic of 96.056 and the reported p-value of 0.000 which was less than the conventional probability significance level of 0.05. Therefore, the school can work on improving the board of management, student interactions and e-learning since all the variable were fundamental in determine the quality of education. The results concur with Kuimova, Kiyanitsyna and Truntyagin (2016), who noted that e-learning enhances the quality of education through the expansion of pedagogical resources, motivation, educational networking and development of ICT centers. Additionally, Kalaivani (2014) demonstrated that promoting e-learning in schools in India has increased the quality of education positively. Costa, Cardoso, Lima, Ferreira and Abrantes (2015) found learner interactions is positively related to academic achievement and performance

Table 5: Regression of Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.249	0.046		5.413	0.024
Board of management	0.403	0.061	0.123	6.607	0.001
Student Interactions	0.194	0.027	0.424	7.185	0.000
E-Learning	0.243	0.095	0.291	2.558	0.007

Based on the results presented in Table 5, it was found that the board of management was positively and significantly related ($\beta=.403$, $p=0.001$). This was supported by a calculated t-statistic of 6.607 that is larger than the critical t-statistic of 1.96. The results implied that when the efficiency in the board of management improves by one unit, the quality of education among the secondary schools in Sarajevo, Bosnia, will increase by 0.403 units while other factors that influence the quality of education are held unchanged.

The relationship between student interactions and quality of education was found to be positively and significantly related ($\beta=.194$, $p=0.000$). This meant that an increase in the

student interactions by one unit will lead to an increase the quality of education by 0.194 units while other factors are held constant. The results were supported by the calculated t statistics of 7.185 that is larger than the critical t-statistic of 1.96. Moreover, E-Learning and quality of education was positively and significantly related ($\beta=.243$, $p=0.007$). This was supported by a calculated t-statistic of 2.558 that is larger than the critical t-statistic of 1.96. This indicated that when the E-Learning improves by one unit, the quality of education among the secondary schools in Sarajevo, Bosnia will increase by 0.243 units while other factors are held constant. The results are in agreement with the findings of Pacleb and Nikulin (2017) who revealed student-teachers interaction increases academic achievement positively. Moreover, Kuimova, Kiyanitsyna and Truntyagin (2016) noted that e-learning enhances the quality of education through the expansion of pedagogical resources, motivation, educational networking and development of ICT centers. Costa, Cardoso, Lima, Ferreira and Abrantes (2015) found learner interactions is positively related to academic achievement and performance. Additionally, Kalaivani (2014) demonstrated that promoting e-learning in schools in India has increased the quality of education positively.

4.4 Hypotheses Testing

The first hypothesis tested was;

H₀₁: Board of management has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

The hypothesis was determined using the p-value as presented in Table 5. The acceptance/rejection criterion was that, if the p value is less than 0.05, we reject the null hypothesis (H₀) but if it is more than 0.05, the H₀ is not rejected. Based on the results presented in Table 5 the p-value was 0.001. The null hypothesis was thus rejected. Therefore, board of management has significant effect on quality education in secondary schools in Sarajevo, Bosnia

The second hypothesis tested was;

H₀₂: E-learning has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

The hypothesis was determined using the p-value as presented in Table 5. The acceptance/rejection criterion was that, if the p value is less than 0.05, we reject the null hypothesis (H₀) but if it is more than 0.05, the H₀ is not rejected. Based on the results presented in Table 5 the p-value was 0.000. The null hypothesis was thus rejected. Thus, E-learning has significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

The third hypothesis tested was;

H₀₃ Student interaction has no significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

The hypothesis was determined using the p-value as presented in Table 4. The acceptance/rejection criterion was that, if the p value is less than 0.05, we reject the null hypothesis (H₀) but if it is more than 0.05, the H₀ is not rejected. Based on the results presented in Table 4 the p-value was 0.007. The null hypothesis was thus rejected. Hence, student interaction has significant effect on quality education in Secondary Schools in Sarajevo, Bosnia

5.0 CONCLUSION

The study concluded that board of management, student interactions and e-learning are good predictors in explaining the quality of education among the secondary schools in Sarajevo, Bosnia. This was supported by an F statistic of 96.056 and the reported p-value of 0.000, which was less than the conventional probability significance level of 0.05. Moreover, the study concluded that 64.9% of the variations in the quality of education among the secondary schools in Sarajevo, Bosnia is explained by the board of management, student interactions and e-learning. The study concluded that the board of management was positively and significantly related to the quality of education among the secondary schools in Sarajevo, Bosnia ($\beta=.403$, $p=0.001$).

The outcomes illustrated that when the efficiency in the board of management improves by one unit, the quality of education among the secondary schools in Sarajevo, Bosnia, will increase by 0.403 units while other factors that influence the quality of education are held unchanged. The relationship between student interactions and the quality of education among the secondary schools in Sarajevo was found to be positively and significantly related ($\beta=.194$, $p=0.000$). The results implied an increase in the student interactions by one unit would lead to an increase in the quality of education by 0.194 units while other factors are held constant. E-Learning and quality of education was found to be positively and significantly related ($\beta=.243$, $p=0.007$). This indicated that when E-Learning improves by one unit, the quality of education among the secondary schools in Sarajevo, Bosnia, will increase by 0.243 units while other factors are held constant.

6.0 RECOMMENDATION

The study recommended the school management need to strengthen the board of management e-learning and student interaction. The study suggested that the board of management within the secondary schools needs to be enhanced since it was positively related to education quality. Schools can engage in rewarding and promoting hardworking teachers and students and this will positively improve the quality of education. There should also be easy access to the required resources such as books by both the teachers and students. It is critical to promote a conducive working surrounding within the schools and this will facilities the teacher to promote quality education. There is a need of the school to develop educational networking and promote the development of the ICT centres. The study recommended that schools need to promote the interaction between student to student and also between student and teachers. The study recommended that schools need to advocate for e-learning to enhance the quality of education since technology is inevitable. Teachers and students need to be educated on the importance of advancing to the modern technology of e-learning.

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