

## **A Comparative Study of Quality Education of Private Public Schools of Markaz Mandra, Tehsil Gujar Khan, District Rawalpindi**

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### **Abstract**

Objective of this research was to comparatively assess the effectiveness of public and private institutions regarding equipping the teachers with requisite practical teaching skills. This research also helps to know what is actually meant by 'quality education'. In this work, questionnaire is used as an instrument to evaluate quality of education in private and public schools. Evaluation was done to get to know which sector provides better education to the students and what kind of opportunities are available for faculty and students. This assessment is helpful to find out the factors which can play a vital role in raising the differences of education system in both sectors. This work particularly illustrates the education system of schools of Mandra region. This research makes the readers know about the quality education and its importance in our society. It also proposes the effective strategies to improve education in the schools of concerned area.

**Keywords:** Education, Quality education, Private school, Public school

### **1. Introduction**

Through education we bring change in behavior of an individual. Education influences overall development of society. It helps in character building of human beings as well. Islam has also laid great importance on seeking education. In Holy Quran, Allah says: **“Are those equal, those who are known, and those who, do not know”**. Education is best source to bring society on right path. Holy Prophet (SAW) said: **“Seek knowledge from cradle to grave”** Education builds up a nation. Without education, no nation can prosper. *"You know that importance of education and the right type of education cannot be over emphasized... If we are to make real, speedy and substantial progress, we must earnestly tackle this question ... having regard to the modern conditions and vast developments that have taken place all over the world"*, says Quaid-e-Azam. The Quran has emphasized greatly on education for both male and female. The Quaid has quoted its importance for the new nation. Education remained the most

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neglected feature of national life during the last half century. Literacy rate of females is very low in world and also lowest in Muslim countries. The teachers are low paid, under-trained and discouraged and the quality of education is very low. The quick progress of East Asian Countries is mostly attributed to their excellent system of education. For primary education, insufficient resources are allocated in Pakistan by planners; furthermore, the money allocated was not successfully spent. Pakistan and government of Pakistan defined different areas for achievement in education in all policies and reports. They put great emphasis on gaining vocational education and on the improvement of quality of education at different levels.

All Education Conference 1947 made three basic recommendations, one is education should be encouraged by Islam, second free and compulsory elementary education and third is emphasis on technical education. When an effective system of education starts in a country then it makes the person leader of the world both socially and economically. Education develops the roots of any nation. Every nation prepares their generation according to their ideological, cultural, social and religious norms through education but in Pakistan education system is useless. Western countries have made huge advancement towards science and technology in 21<sup>st</sup> century but we are still lagging behind in respective fields. Our education systems do not convey qualitative knowledge neither make people much aware about moral values. Our education system does not protect our religious and political norms. Therefore, there is a need to have a very well established and advanced education system so that we can compete with this world. School principals and teachers play a critical role in school improvement and students' academic success. Teachers have a direct impact on students' performance and on their classroom activities. Schools greatly influence teacher quality by recruiting, developing and retaining excellent teachers while also removing less effective ones and by ensuring all students have a good understanding about all concepts.

### **1.1 Research Objectives**

Following were the research questions:

- 1 To study the perception of head teachers and teachers about teaching problems and their solutions.
- 2 To comparatively assess the effectiveness of both the institutions public and private as regarding equipping the teachers with requisite practical skills for teaching.
- 3 To explore the assessment system of public and private educational institutions.

## **1.2 Significance of the Study**

The findings of this research would have deep significance for the enhancement of Primary schools and performance of teachers; specifically the result of this research has the following importance for the schools principals, teachers, students and others. It may help the school leaders to be aware about the problems faced by teachers and principals and solution for their problems. It may give the clear picture of teaching method followed by teachers of private and public sector. After this research readers will be able to know what types of opportunities should be provided to teachers and students and which type of steps should be taken to make a successful efficient education system in target area. It may serve as the reference and may call for further in-depth researchers on the topic, mainly improving quality education in Primary Schools of Pakistan.

## **1.3 Research Questions**

Research had following questions:

- 1 What are the observation of head teachers and teachers about problems and their solution?
- 2 How evaluate the effectiveness of both public and private institutions as regarding preparing the teachers with obligatory practical skill for teaching?
- 3 What type of evaluation system exists in both sectors?
- 4 Which factors can affect a quality education in private and public schools?
- 5 What are the effective & efficient factors which can help in practicing a good education system in remote areas?
- 6 What steps should be taken for decreasing this difference between both sectors if their?

## **1.4 Delimitation**

This study is delimited to private and public schools of region Mandra. Research is conducted in seven private and seven government schools. This research collects data from teachers of private and public schools on the basis of their feasibility and accessibility.

## **1.5 Validity and reliability**

The main purpose is to be able to consider information about necessary amendments, to remove the weaknesses and to minimize the misconception in the instrument that would result from analysis of the pilot study results. Principle of NPSC/APS school system was requested to examine and evaluate the instrument in order to discover its validity. The questionnaire was discussed with her in the content area and their expert opinions were used to determine and improve the validity of the instruments.

## **2. Literature Review**

This paper discusses the time of independence when Muhammad Ali Jinnah was founder of Pakistan. He wanted and struggled for developed Pakistan. He recognized the importance of education for nation. In 1947 conference of Education, he considered the education is base of any nation development. The Education system was divided in different levels i.e. elementary education, secondary education, higher secondary education and university level. Different sectors play a vital role in education development e.g. private sector, public sector and madrassa. Each sector follows its own curriculum methodology. In policy of 1972 it is decided to nationalize all private schools as well as in policy of 1979 private sector was considered as back bone in delivery of education.

The lack of quality education has been observed in private sector due to few numbers of qualified staff and trained teachers. Private schools lack many facilities. On the other hand private sector exercises better education system different areas. But overall private sector contributes much in the development of Education. Researcher gave some suggestions like government of Pakistan encouraged the installment of private sector for establishing school in rural areas. He gave motivation to NGOs for establishing female institutions in rural areas. Researcher concluded that private sector is power of country. Pakistan is still trying to achieve the goals of Education for all (EFA) and Millennium Development Goals (MDGs). Due to incomplete resources government couldn't solve educational problems. According to this research, 50% of population is illiterate in our country. Furthermore, this research reveals that private sector not only improves educational system in our country but also develops new culture and develops respect of our values and norms in our new generation. The national education policy emphasized on establishment of private institution in our country. Both sectors improve quality education by working together (Qaisrani, 2011).

### **2.1 Quality Education**

Dakar defined different features for achieving excellence in education i.e. healthy and motivated students, active teaching learning environment, appropriate curriculum and good resource allocation. An access of quality education is right of every child. Cognitive development is a major purpose of education. Then the next element of education is development of student inventive and emotional abilities. Every nation has always showed up considerations on quality education. They stressed on child centered approach for teaching learning process. They always emphasized on curriculum that respond to social and cultural need of learners (EFA Global Monitoring Report, 2005).

## **2.2 Teaching Aids**

Technology benefits us in every aspect of life especially in field of Education. We provide quality education to student by helping them in better concept formation, concept elaboration and improving reading skills by making the use of advanced technology in teaching process. A concept of smart classes is new method of teaching that was introduced in India by EDUCOM in 2004. In it teacher uses instructional material, 3D animated modules and visuals. The concept of smart class room makes education interesting as well as provides a chance to the students to enhance their performances. Smart class room is equipped with computer and audio-visual aids, white board, DVD's, PPT's and all displayed through data projector. Due to this type of class's teachers keep the students engaged in all learning processes successfully. Teachers try their best to make student's concept clear and sound by showing various videos and at the end of class precise assessment of learning outcomes can be achieved. This also assists teachers in improving their teaching skills (Selvam, 2014).

In 1986 national policy on education has paid great stress on using of teaching aids. Teaching aids make process of teaching- learning process more effective. Teacher requires teaching aids to transmit maximum quality of knowledge with a lesser amount of time and efforts. Basically adjustment of behavior is learning. Students learn through experience and senses. We learn 1.0% through taste, 1.5% through touch, 3.5% through smell, 11.0% through hearing, and 83.0% through sight. We remember 20% when we hear something, 30% when we see, 50 % when we see and hear, 80% when we say and 90 % when we say and do. Some important audio visual aids like black board, diagrams, tables, graphics, charts, models, film, strip and computers are mostly used in teaching-learning processes.

In 1996 a comparative research is conducted by Syed Kamal-ud-Deen. The objective of this research is use of teaching Kit. This research compares the use of teaching Kit in private and government schools of Baluchistan. Later, this research concluded that 15% government schools and 50% private school were used teaching Kit. As a result student performance was good in private school as compare to government school student. Many other studies have been conducted in other areas and on national level. The findings of studies can be summarized as teaching kit is necessary for better teaching-learning process. Implementation of teaching kit or teaching aids while teaching creates interest in students in learning new things (Mirza, 2003).

## **2.3 Teacher's Qualification**

Quality of education mostly depends on quality of the teacher. Teaching not only presents textbook information and later also assess the ability of a student to

repeat it. There is no magic formula for transmitting knowledge from teacher mind to student mind. It is a complicated and challenging job. Emphasizing the learner, guiding the learner and promoting learner development are basic fundamentals that are important in the modern teaching. Child learns when he/she participates and involves in learning situation and teacher provides them chance to participate in different experiences. Teacher creates learning situation and motivates student to learn that's why teacher is respectable personality but unfortunately teacher is poorly paid and there is little reward in teaching profession (Kochhhar, 1985).

#### **2.4 Class Strength**

The researcher discusses that group size effects on individual learning as well as it has an impact on nature of interaction and development of an individual children. Physical, emotional, social and cognitive domains of individual development were observed in term group size. In small group teacher easily develops activities and grouping of children is helpful in making daily schedule and program resolutions. It makes easier for staff to guide student in better way and familiarize them with behavior pattern, issues and concern of children and resolve conflicts. Grouping creates more positive relationship between students and teacher. Group size does not produce quality automatically but also require qualified staff and qualified staff cannot help to produce quality without having interaction and individual relationship with the students.

This paper defines effects of class strength on student performance. In past three decades, student-teachers ratio decrease intensely. In this paper data is collected internationally and discusses extraordinary large differences in student achievements. Researcher point of view in some time in term of specific teacher, specific group of student and subject—where class size is important and small strength is effective (Hanushek, 1998).

Class room behavior and result of test were great stimulus in student strength. When student learn in small strength they will learn more or learn effectively. Researcher suggests that resource should provide to students. When strength is more! than difficult teach effectively. Improve the monitory system in schools and offered opportunity to teacher to share raised difficulties. Teachers tech more effectively and spend more time on active teaching rather in managing on classroom. In small classes student face less problems in learning process. Student engagement is increased in learning activities (class size reduction in K3).

Research shows that early grades of student produce good result in small size. In small classes teacher teaches in better way rather than large classes because in large class interaction of students and teachers become difficult. In

recent times some policymakers and education specialists have discussed that influencing other educational contributions would be more effective or more cost-effective than class-size reduction. Recent studies have found that teachers with high value added on consistent test scores also have an impact on such successive outcomes for their students. Strength of class directly influence on teacher or student performance.

## **2.5 Facilities Make Difference between Both Sectors**

In 2010 a survey was conducted by ASER on 120 schools of Khyber Pakhtunkhwa and 390 from Punjab. The information was collected from children of the age 6-13 years. Related information was collected from government and private schools. According to report 15% children were out of school in the province, 34% children were enrolled in private schools and 65% children's were in government schools and 1% were in madrassa and other type of institutes in KPK. 67% were enrolled in government schools and 31% in private schools of Punjab. This survey checks the learning level of students in both sectors. The percentage of private schools is better than the government schools. Students of private school are better learners.

This was conducted in Punjab, Sindh, and Baluchistan and was concluded that the private sector plays a very important role to sport government in education sector but learning level of KPK student's rate was high as compare to Punjab. Punjab was among the low literacy ranking districts and KPK was selected as higher literacy ranking districts.

One reason is physical facilities that make the big difference between private and public sector. In private schools quality teacher is available. More room exist for teaching and have many other accessible facilities e.g. toilet, drinking water and boundary wall. In Public schools there are playgrounds unlike the private schools. Attendance is major quality indicator. Attendance of teachers and students more effects on learning process. In this survey it is concluded that in private school, teachers and students attendance is more than public school teachers and students. Government should increase the quality and physical facilities. Government is responsible to provide at least primary education to the citizens without any discrimination because it is necessary for all (Amjad, 2012).

In national education policy 1998-2010 importance of teachers has also discussed. The quality of education depends on numbers of teachers available and their qualification. It is considered that the teacher is major factor to implement all educational requirements. According to Dakar framework for EFA the qualification of teacher is very low and they are generally matriculate. No opportunity to in-service training and monitoring (Mirza, 2003).



## **2.6 Evaluation of Teachers**

Performance appraisal is used to enhance the teaching process. Performance appraisal measures level of motivation in teachers, knowledge, lesson planning, preparation, class room environment, teaching methodology and student behavior. This study analyzes preparation of class, class room environment and teacher appraisal is good in private schools as compared to public schools. Researcher concluded that private institutes are producing better results than government schools however government schools have more facilities than private. It might be because of better monitoring system in private school. In public schools appraisal system is not good. There is a need to develop good and foolproof appraisal system in public sector (Farooqi, 2011). This research discusses Discipline as factor of learning process. Discipline in class room is affected by class size, participation of students in class activities, parent teacher interaction and individual attention. Teacher has to be fair with all students and has to solve problems of students. Biasness of teachers creates disruptive behavior in students and develops lack of respect in students for teacher. In class teacher must provide friendly environment to students where student can feel comfortable to learn. Teacher may be apprehension about individual difference and take care about every learner. It is also necessary to arrange the parents and teacher meeting to solve problems related behavior. Meeting between teachers and administration should be arranged to discuss student difficulties. In order to generate student interest in learning process teacher should use A.V aids in class. They should use modern techniques to avoid indiscipline. To enhance teachers' quality they provide refresher courses. Some important techniques should be used to improve classroom discipline e.g. facial expression, eye contact and body language. When teachers guide to students then students get motivated to complete work and behave properly. If teacher gives home assignments regularly then he/she should check it properly to create discipline. (Haider, 2012).

## **2.7 Attendance as Indicator**

In this research, there is a main focus on school attendance effects. Researcher defines student attendance as a great influential factor on student achievement. Increasing the rate of attendance becomes tool for achievement. Due to level of absence result become low and poor performance of student leads him to educational failure. Improvement in attendance can reduce achievement gaps. Socioeconomic and ethnic background is one factor of low attendance. This research was conducted in New York and researcher found that 20 percent students were absent. Poor attendance reflects the lack of high quality. Improvement in curriculum is not possible if student is not present in classroom.



The researcher suggests that if attendance is good then student gains more knowledge. Good attendance not only brings good results for student as well as produces good results for school. This research recommends checking school policies and making presents aware about importance of attendance. Create a climate in which staff, student and parents know the bad effects of attendance.

School should identify the barrier's that's responsible for low attendance and interact with parents and community to address them. School must have proper record for monthly attendance. Currently New York has five states that do not contain any attendance record. Improvement of the rate of attendance is necessary to provide standard curriculum and better learning environment (Philbeck, 2011).

In this paper Dories Jean Jones discusses school attendance is an important factor in school success. Academic achievement directly related to student attendance. This shows direct relationship between student success and good attendance. Socio-economic status and its impact on dependent variable of student achievement has been identified in this study. This research provides a complex picture of poor or minority children who are at risk in our institutions. Educators need to find out the flaws of education system and analyze where and why education breakdown begins and what strategies should be adopted for development and should resolved the issue related academic achievement (Jones, 2006).

Attendance is linked to all type of outcomes of students. Poverty, unemployment and negative health outcome are some factors that can lead to low level of attendance. Due to poor rate of attendance especially unauthorized absentees influence an academic achievement of students. There are three categories of absence; first is authorized, second is unauthorized and third is unexplained.

### **3. Research Methodology**

The survey design was adopted in this research study it involves the collection of data to precise. In this research researcher prefers to collect qualitative data. Schools of Mandra city were selected as population in this study. The sample of the study was comprised of randomly selected 100 teachers from randomly selected 14 schools 7 was government and 7 was private schools. For collection of data, researchers developed a questionnaire one for head teacher and other for teacher.

Each questionnaire consists of twenty items that are constructed by researcher. The questionnaire has parameters and indicators to identify the quality education. Include: Satisfaction with Job helps in achieving Effective teaching, Teaching Aids, Teacher's Qualification, Class strength, Facilities make

difference between both sectors, Evaluation of teachers, Attendance of teachers as well students.

Researcher found government sector have more qualified and trained heads and teachers to manage their institute in sound method than the private sector. Private sector has best admission criteria than the government which is merit based selection of students. Required qualification for teachers is respectable in government sector than the private sector schools which is starting with B.A/BSc. Frequency of meeting of head with staff on daily base is better indicator for effective learning that exists in both sectors. In government sector, generally schools class strength is below 30 that is better for noble teacher student interaction. The evaluation of teacher's performance is not satisfactory in both sector schools.

Fewer leaves allowed is good indicator for effective teaching that is found in private schools only. Charts and boards are the basic need of any school which is sufficient in both sectors while in present era, computer and advanced AV aids is the most significant and emerging tool which is not sufficiently available in both sectors. Co-curricular activities are regularly arranged in private schools while government schools do not give much importance for arranging such activities for students.

#### **4. Data Analysis**

Research has revealed that discipline is good in schools of both sectors. Workshops for teachers are arranged frequently by government in public sector on the other side in private schools teacher have not this type of opportunity. The student monthly attendance is worthy in both sectors. In both sectors tests are taken but private schools take more oral as well as written test than the public sector. In government schools, heads have more good and co-operative attitude with their teacher's staff.

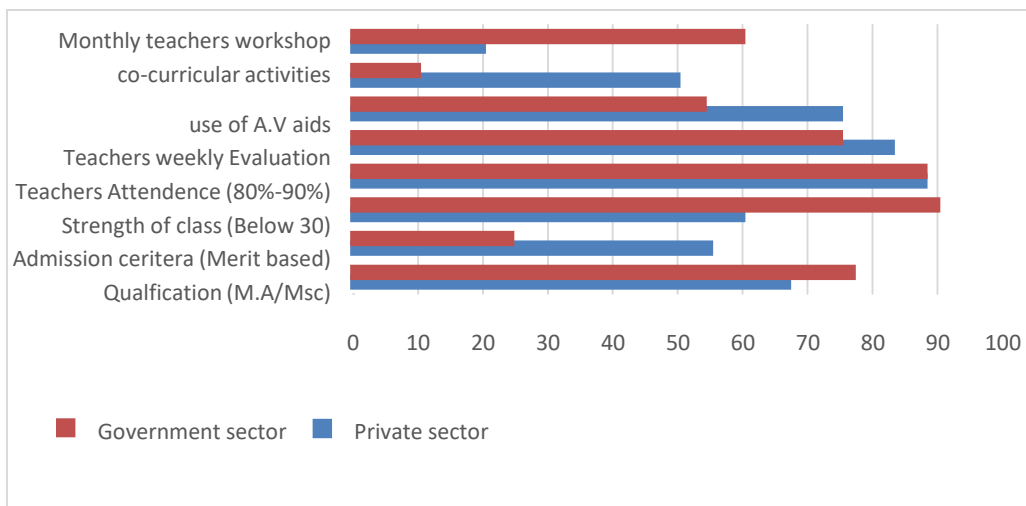


Fig. 4.1. Graphical comparison analysis of Quality Education in Private and Public Sector

The above bar chart is showing percentage wise quality indicators. It shows comparison analysis of quality education for both private and public sectors, carried out by questionnaire survey in the target area. Comparison is made using different indicators which best distinguish quality education in both sectors. Merit based admission, teacher's weekly evaluation, use of effective A.V aids and co-curricular activities are some essential factors, play a significant role in the setting a good education standard. In this regard, private sector outperforms public sector in the target area.

## 5. Conclusion

The results show that in government sector head teachers are more qualified and skillful. While students selection criteria is best in private institution which is based on merit. Qualification with professional qualification is made compulsory in public sector teachers. Both sectors organize meetings on daily basis. Monthly teacher's attendance lies in range 80-90 percent in both sectors. Both sectors do not evaluate their teacher's performance on regular basis. Moreover, parent's teacher meetings do not held on need basis in any of two sectors. Further, both sector schools have insufficient AV aids which have become a basic need for acquiring quality education. Government sectors do not conduct co-curricular activities for students while private sector does. On other hand workshops for

teachers are arranged regularly by government which is lacked in private sector. Overall discipline in both sectors is good. The reason for a teacher of selecting a particular institution depends on his/her satisfaction; in government schools mostly teacher's reason is in having good salary while in private schools mostly teacher's reason lies in good reputation of the institution in the community. Therefore, overall analysis concludes the education quality in private sector is far better than in public sector.

## 6. Recommendations

Education quality would be improved by qualification of teachers. Conduct teacher parents meeting on need base. Launch workshop or in-service training program regularly to enhance teacher's professional skills. Evaluate performance of teachers regularly by formal and informal approach. Organize co-curricular activities for students regularly for construction their noble personality. Provide modern A.V aids to teacher for effective teaching learning process.

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