

A COMPARATIVE STUDY OF THE QUALITY OF EDUCATION IN PUBLIC AND PRIVATE SECONDARY SCHOOLS: A CASE STUDY OF DISTRICTS KHANEWAL AND VEHARI-PAKISTAN

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***ABSTRACT**-The main objective of this research paper was to conduct a comparative study of the quality of education in public and private secondary schools in two districts Khanewal and Vehari of Paksitan. Convenient sampling method was used to collect primary data from 300 teachers selected from 10 private and 10 public schools, besides selecting 20 head teachers/ principals as a sample. We have assessed the educational level of teachers, their teaching methods and quality of curriculum taught at public and private schools through a tests conducted on two groups of students. We have found that the public schools have qualified staff, spacious building and the basic facilities, experience permanent faculty as compared to private sector.*

Key words: Quality of education, curriculum, teaching methods.

Type of study: **Original research paper**

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1. INTRODUCTION:

1.1. Background of study:

Education has prime importance in the development of nations. The nations' history is replete with changes and revolutions in the field of education. The school organizations have become the symbol of changes and revolutions in the industrialized world. The Government of Pakistan from time to time tried its best to ensure the needs and aspirations of individuals as well as society. In this regard, many steps have been taken to ensure that both human and material resources are put together to get the true benefits of education. In the modern age, the schools have become axis of modernization. According to Young, Green, Roehrich-Patrick, Joseph and Gibson, (2003) school of modern age has become the model of easiness. Sufficient physical facilities are being provided to impart quality education. The provision of physical facilities is the sign of quality education both in public and private secondary schools. According to Vandiver, (2011), conducive learning environment is blended of physical facilities provided to schools. Moreover, physical facilities are the fundamental needs which lead students towards their destination. However, student cannot get education only in classroom and we also cannot make them smart by confining them into the four walls. Their learning can be enhanced through interaction with internal and external environment.

1.2 Main Problem of study:

The main problem of this study is to conduct a comparative study on the quality education in public and private secondary Schools with special reference to districts Khanewal and Vehari to know the difference between them.

1.3 Objectives of study:

The main objectives of the study are given below: -

- To compare the quality of education of both public and private schools.
- To analyze the education level of teachers, methods of teaching and quality of curriculum of both public and private schools.
- To assess the quality of education on the basis of test both in public and private schools of districts Khanewal and Vehari.
- To ascertain which district and which sector (public and private schools) has best quality of education.

1.4 Significance of study:

Physical facilities are requirements for providing quality education at secondary schools. Generally, it is assumed that private sector schools are providing better quality education as compared to public schools. This study was conducted to compare physical facilities at public and private secondary schools in districts Khanewal and Vehari. This results of this study will be useful for policy makers, academicians, teachers and heads of educational institutions.

2. LITRATURE REVIEW:

Hardth, (1971) stated that the quality of school infrastructure plays a significant role in providing quality education. Excellent infrastructure creates an environment which affects the mood and behavior of learners. The size and shape of classrooms, laborites, playgrounds and fresh water is the prerequisite of schools. Experts have different opinions regarding the size of school. Generally, there is the requirement of five acres of land for an elementary school.

Ali (1982) argued that there are few different opinions about school size: thirty to forty acres of land for a secondary school, twenty-five Acres for 500 students and fifteen acres for 1500 students (Ali, 1982). The supply of pure water for drinking purpose is very necessary for the health of children. In the same way, the availability of neat and clean toilets for easiness is also needed as well as paly grounds for recreational activities. In this modern age science laboratories are the necessary elements of schools with required equipment for experiments.

During the academic activities students are needed the support of their teachers as well as helping material from libraries. The importance of library can be judged from the remarks of Viswanthan (1962) long time ago when he said that Library works as a media in the school. Similarly, National Education Commission (1959) endorsed the importance of library and reported that the leading schools with good student achievement have big library and a rich collection of books. The importance of science and math kits cannot be denied in the present day world. The science kit comprised of those items which are planned to explain scientific principles linked with published curriculum material and tools box regarding items used in the classroom (Krasilchik,1990).

Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching learning process. It can affect the performance of both teachers and students (Savage, 1999; Stewart and Evans, 1997). The learning setting is comprised of different things i.e., learners, teachers and the physical environment (Lippman, 2010). Physical environment is simply defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of

temperature, condition of classroom floor whether it is carpeted or just concrete etc (www.enotes.com), (Fisher, 2008). Physical environment can affect students' comfort and also their ability to learn to some extent. Students who are comfortable are likely to get much information as compared to those who are uncomfortable. Physical environment plays a central role in any activity and makes it more conducive, successful and achievable.

According to Oni (1992) and Hallak (1990), physical facilities compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipment, apparatus and other instructional materials. Furthermore, their availability, relevancy and sufficiency affect academic achievement positively. On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively.

Taylor and Vlastos (2009) found the relationship between environment and design within the classroom from a theoretical perspective. They found that physical environment of the classroom acts as "Silent curriculum". It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum.

A good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement (Cash 1993; Earthman & Lemasters 1996; Lemasters 1997; Lackney 1999; Cotton 2001;

Schneider 2002). A study of the District of Columbia school system found that students' standardized achievement scores were lower in schools with poor building conditions. (Edwards, 1991).

3. RESEARCH METHODOLOGY:

3.1 Type of study:

We used primary data in this study and the data was collected from selected respondents through a structured questionnaire.

3.2 Target population:

The study involved collection of data from different categories of respondents serving in various teacher training and educational institutions located in districts of Vehari and Khanewal-Pakistan.

3.3 Sample of study:

Sampling is an important factor which is responsible for the accuracy of the results. Convenience sampling was adopted to collect primary data from the respondents. 300 teachers and 20 head teachers from 10 schools of girls and 10 schools of boys located in Districts Vehari and Khanewal were selected to get filled close ended questionnaire.

3.4 Data collection tool:

Data was collected by using questionnaire. The questionnaire contained 40 items. It was developed on the basis of 5-points Likert Scale. It contains following five options:

I: Strongly agree

2: Agree

3: Neutral

4: Disagree

5: Strongly Disagree.

3.5 Data analysis:

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method to work out overall average score of each item in the light of objectives of the study.

4.DATA ANALYSIS:

4.1 Analysis of the statements of respondents:

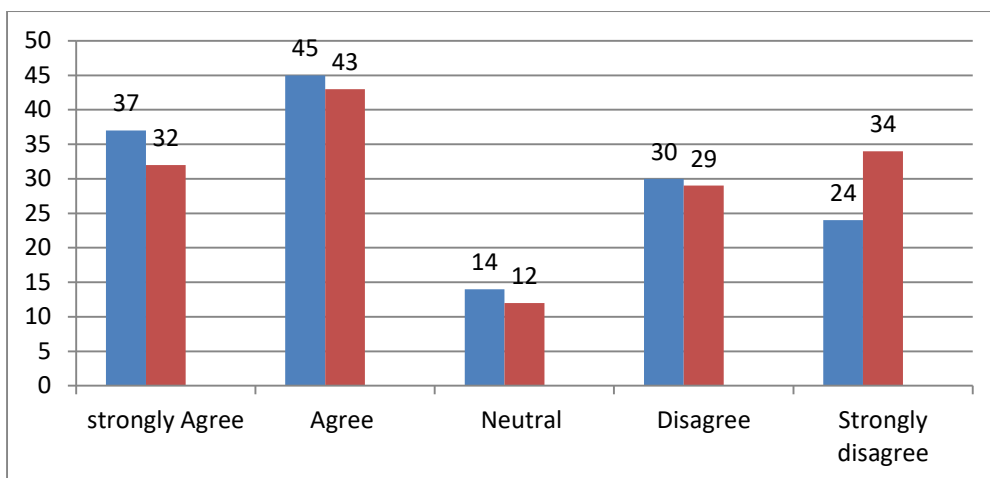
Table 1: Understanding the lecture taught teachers

Statement	Level	Group A		Group B		Mean Score	
		Frequency	Percent age	Freq uenc y	Percen t age	Group A	Group B
You are able to understand the lecture taught by your teachers in the classroom.	S.A.	37	24%	32	21%	3.27	3.06
	A	45	30%	43	28%		
	N	14	10%	12	8%		
	D.A	30	20%	29	20%		
	SDA	24	16%	34	23%		

From the above table it is clear that 54% of the participants from group A are either strongly agree or agree with the statement and 10% of the participants are neutral about it. While 36% of the teachers are either disagree or strongly disagree with the statement. On the other hand, 49% of the participants from group B are either strongly agree or agree with the statement and 8% of the participants are neutral on this statement. While 23% of the teachers are either disagree or strongly disagree with the statement. The mean score for this statement (You are able to understand the lecture taught by your

teachers in the classroom) for group A is 3.27 and for group B is 3.06. These results also shown in Figure 1.

Figure 1: Understanding the lecture taught by teachers



Note: In all Figures 1st column is of district Khanewal and 2nd column is of district Vehari.

Table 2: completion of the course in time

Statement	Level	Group A		Group B		Mean Score	
		Frequency	Percentage	Frequency	Percentage	Group A	Group B
Your teachers complete the course in time	Strongly agree	47	32%	39	26%	3.18	2.8
	Agree	28	18%	16	10%		
	Neutral	13	9%	16	11%		
	Disagree	30	20%	35	24%		
	SDA	32	22%	44	29%		

From the above table it is clear that 50% of the participants from group A are either strongly agree or agree with the statement and 9% of the participants

are neutral. While 42% of the teachers are either disagree or strongly disagree with the statement. On the other hand, 36% of the participants from group B are either strongly agree or agree with the statement and 11% of the participants are neutral. While 53% of the teachers are either disagree or strongly disagree with the statement. The mean score for the statement i.e., (Your teachers complete the course in time) for group A is 3.18 and for group B is 2.8. The same results are shown in Figure 2.

Figure 2: completion of course in time.

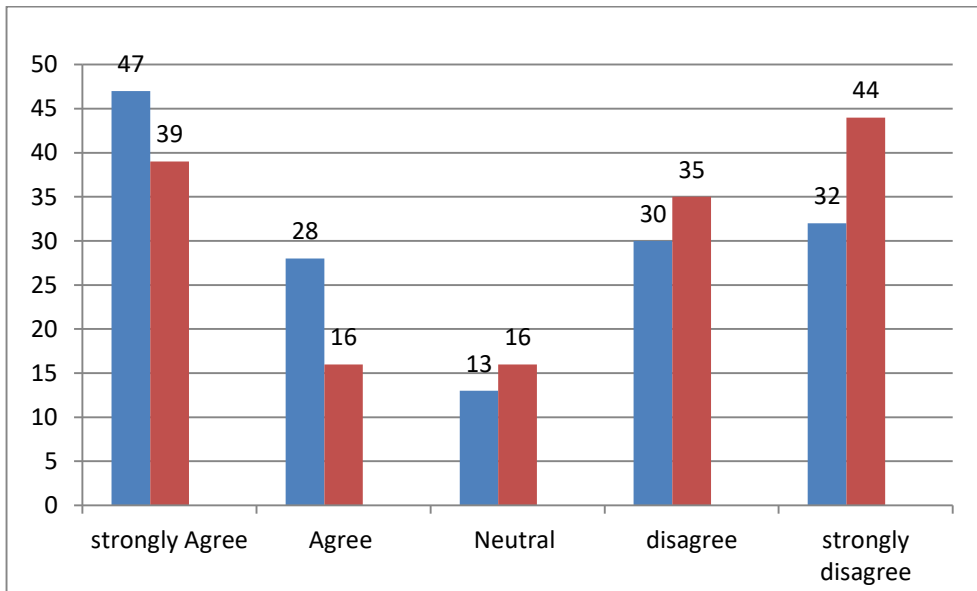


Table 3: Monthly tests

Statement	Level	Group A		Group B		Mean Score	
		Frequency	percentage	Frequency	percentage	Group A	Group B
Monthly tests are conducted by your teachers.	Strongly agree	24	16%	19	12%	2.57	2.4
	Agree	22	14%	16	10%		
	Neutral	17	12%	25	18%		
	Disagree	40	26%	37	24%		
	SDA	47	32%	54	34%		

The data in table it is clear that 30% of the participants from group A are either strongly agree or agree with the statement and 12% of the participants are neutral. While 58% of the teachers are either disagree or strongly disagree with the statement. On the other hand, 22% of the participants from group B are either strongly agree or agree with the statement and 18% of the participants are neutral about it. While 60% of the teachers are either disagree or strongly disagree with the statement. the mean score for this statement (Monthly tests are conducted by your teachers) for group A is 2.57 and for group B is 2.4. These results are shown in Figure 3.

Figure 3: Monthly tests

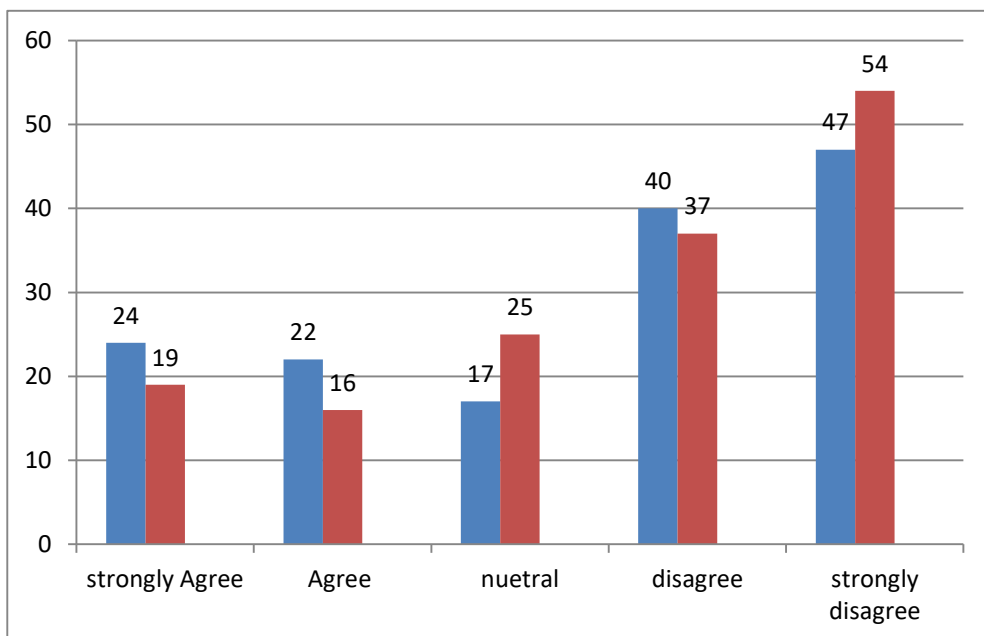


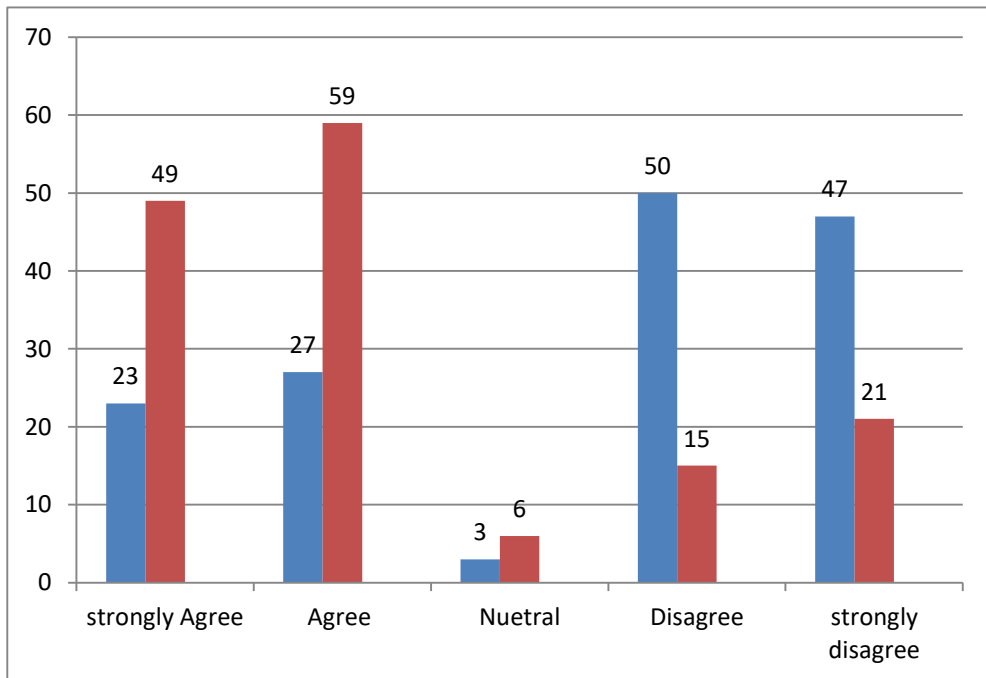
Table 4: punishments by the teachers

Statement	Level	Group A		Group B		Mean Score	
		Freque ncy	perc enta ge	Freque ncy	perce ntage	Grou p A	Grou p B
Students are punished by the teachers in the class if they commit mistakes.	Strongly agree	23	16%	49	32%	2.57	3.66
	Agree	27	18%	59	40%		
	Neutral	3	2%	6	4%		
	Disagree	50	34%	15	10%		
	SDA	47	32%	21	14%		

The results in Table 4 shows that 34% of the participants from group A are either strongly agree or agree with the statement and 2% of the participants

are neutral about it. While 66% of the teachers are either disagree or strongly disagree with the statement. On the other hand, 72% of the participants from group B are either strongly agree or agree with the statement and 4% of the participants are neutral. While 24% of the teachers are either disagree or strongly disagree with the statement. The mean score for this statement (Students are punished by the teachers in the class if they commit mistakes) for group A is 2.57 and for group B is 3.66. These results also highlighted in Figure 4.

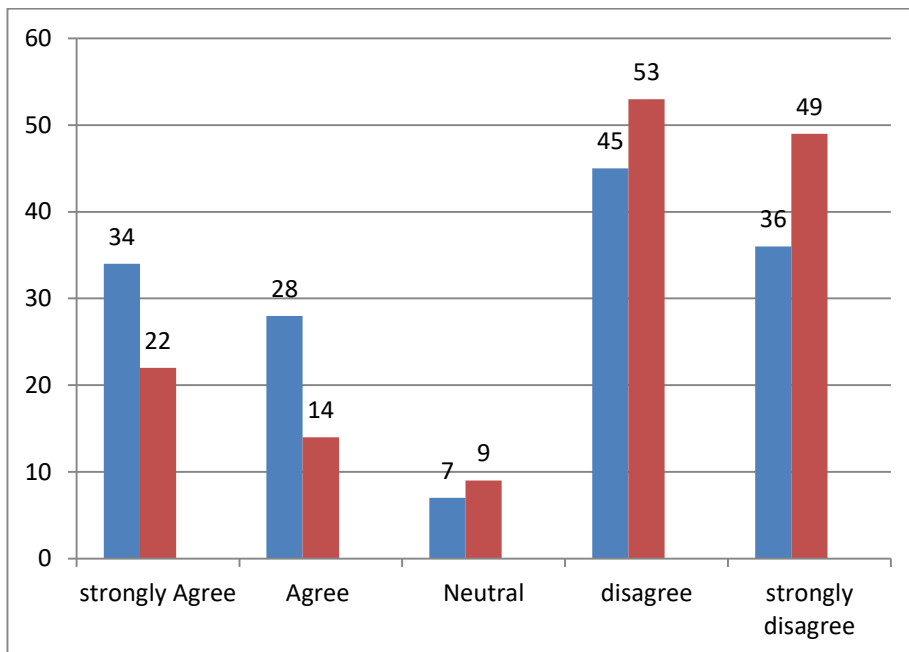
Figure 4: Punishments by the teachers



5: Appreciation to students for good deeds

Statement	Level	Group A		Group B		Mean Score	
		Frequency	percentage	Frequency	percentage	Group A	Group B
Students are appreciated by the teachers if they do good job.	Strongly agree	34	22%	22	14%	2.56	2.39
	Agree	28	18%	14	10%		
	Neutral	7	6%	9	6%		
	Disagree	45	30%	53	36%		
	SDA	36	24%	59	34%		

The results in table 5 show that 40% of the participants from group A are either strongly agree or agree with the statement and 6% of the participants are neutral about it. Whereas 54% of the teachers are either disagree or strongly disagree with the statement. Conversely, 24% of the participants from group B are either strongly agree or agree with the statement and 6% of the participants are neutral. While 70% of the teachers are either disagree or strongly disagree with the statement. the mean score for this statement (Students are appreciated by the teachers if they do good job) for group A is 2.56 and for group B is 2.39. These results are shown in Figure 5 also.

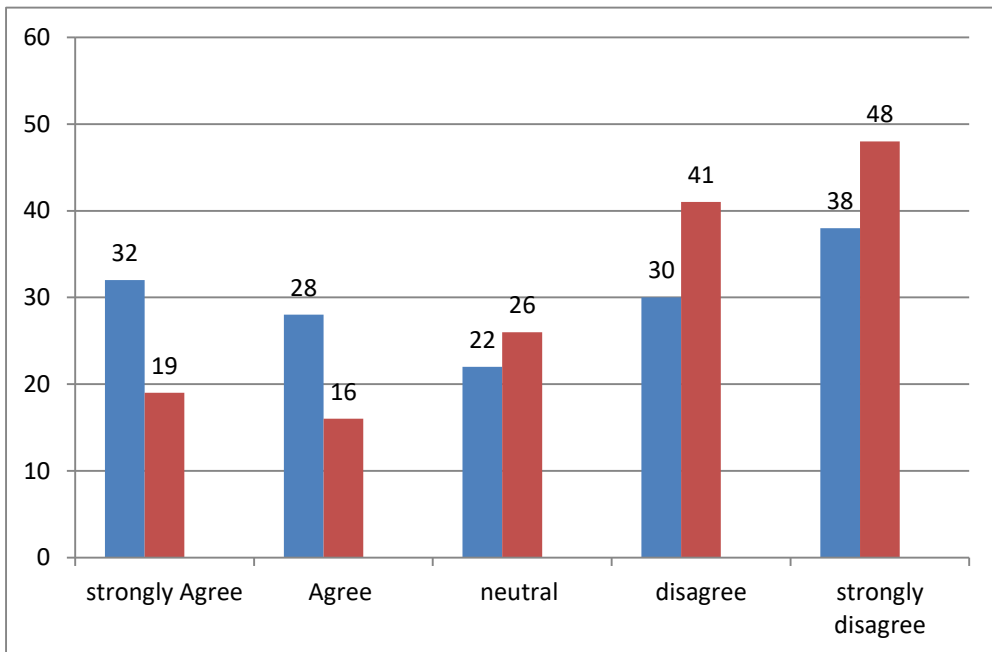
Figure 5: Appreciation to students for good deeds**Table 6: conduction of parent teachers meeting (PTM)**

Statement	Level	Group A		Group B		Mean Score	
		Frequency	percentage	Frequency	percentage	Group A	Group B
Your school conduct parent teachers meeting (PTM) at the end of month.	Strongly agree	32	22%	19	12%	2.91	2.44
	Agree	28	18%	16	10%		
	Neutral	22	14%	26	18%		
	Disagree	30	20%	41	28%		
	SDA	38	26%	28	18%		

From the above table we learn that 40% of the participants from group A are either strongly agree or agree with the statement and 14% of the participants are neutral. While 46% of the teachers are either disagree or

strongly disagree with the statement. In contrast, 22% of the participants from group B are either strongly agree or agree with the statement and 18% of the participants are neutral. Whereas 46% of the teachers are either disagree or strongly disagree with the statement. The mean score for this statement i.e (Your school conducts the parent teachers meeting (PTM) at the end of the month) for group A is 2.91 and for group B is 2.44. The same results are shown in Figure 6.

Figure 6: Conduction of parent teachers meeting (PTM).



5. FINDINGS OF STUDY:

The findings of study show that public School had better large and spacious buildings as compared to the private schools. Perhaps it was due to the high cost land and consideration of building public schools enjoys these facilities on behalf of the budget allocation by the government. In the same way, teaching staff of government schools is highly qualified, trained and

working on permanent basis while this factor is lacking in private schools. All physical facilities in government sector are provided by the government itself, while in private sector owners of the school individually cannot afford to provide these facilities up to that extent. It is astonishing that private sector although lagging behind in the area of facilities and staffing but showed better results in the exams as compared to the government schools. The main differentiating factor is the better instructional supervision and monitoring system in private sector. Private Schools are relatively expensive so majority of the people rush to the public Schools and it is the cause of large classes in size which affects the teacher's performance. Despite large classes at secondary level in public schools, they showed good results as compared to the private sector. It may be due to the better facilities in public schools in the form of resources, laboratories and trained teaching staff. The head teachers in public schools are highly qualified, experienced and have people-oriented / democratic leadership style. On the other hand, most of the head teachers in private sector are less qualified, untrained and inexperienced. They tend to be task oriented and authoritative having all decision making powers in their own hands. Education is totally free up to matriculation level. Public Schools enroll the majority of students belonging to middle and lower middle class families. Education is better at secondary level than private schools. The head of public school plan and implement the department policies and monitor all school activities. However, private school charge high tuition fee and other charges but pay attention on the academic activities of students individually. They assigned homework and checked regularly. Selected study is done in almost all private schools and short notice are given to students. Students become more dependent and careless because of more attention of teachers. Private

schools are profit - earring institutions, so these provide education to those who can pay their fees. However, their class room are comparatively small in size.

6. CONCLUSIONS:

Public School principals teach arts or science subject when they get time and provide instructional guidance to teachers through personal experience. They plan their daily activities, and make school policies after seeking the suggestions from students, parents and particularly teachers. They encourage their teachers to enhance their professional qualification. They pointed out that lack of financial resources is the main problem. Public School has edge over private school in terms of having highly qualified staff, standard building and playground. Moreover, in public school syllabus is prepared according to the ideology of Pakistan while private schools do not follow this policy strictly. Although government is encouraging expansion of education in private sector but heads of public schools are reluctant to join them. Private schools make their policies after getting feedback from parents, teachers and students when it is required. All the principals provide the facilities of co-curricular activities for the personality development of students. Teachers of public Schools are somehow independent whereas private school teachers are bound to do work according to the will of Management. However, future of private schools is bright because Government is promoting education in private sector.

7. POLICY RECOMMENDATIONS:

In the light of above discussion, we make the following policy recommendation:

- Government should apply proper check and balance mechanism to

improve the performance of public schools.

- Government should also monitor the working of private schools and formulate specific rules and regulations to create harmony in the curriculum, faculty, and required infrastructure.
- Government should not allow private sector to open schools just for minting money.
- Special teams of educational experts should be formed to make surprise visits of both private and public Schools.
- In majority schools' librarian and computer assistant seats were lying vacant and it must be filled so that the students can take benefit from lab and computer facilities.
- Government should provide direct funding to the school heads and heads should also try to generate the resources with the help of School Council.
- The examination system should be developed in such a way that it could measures cognitive, affective and psychomotor abilities and should introduced practical learning instead of routine memorization.
- Schools should arrange educational trip because it provides an opportunity for total immersion in the natural environment and social setting. While during trips student practices their social skills outside of their class rooms. But in public sectors the trend of scheduling the trip was very least because head teachers avoided the extra responsibilities.
- Government should frame proper policy Rules and Regulations for private schools in order to regulate their fee structure, curriculum, faculty standard, salary package and required facilities. Now private schools

allegedly have become money making business and this trend is dangerous and harmful particularly for those parents who cannot send their children to these school because they cannot pay their high fees and other charges. Similarly, the Government should provide necessary funds to those schools who are running on no-profit and no-loss basis and spending all their income on the faculty and facilities.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was conducted in collaboration between two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
