



Quality Based Comparative Analysis of Educational Institutions in District Nowshera, Pakistan

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Abstract: The study was purposed to compare the quality of educational institutions in District Nowshera by adopting descriptive method of research. To conduct a comparative analysis of private and Government educational institutions in District Nowshera and to find out the effectiveness of both types of institutions were the main objectives of study. As current study was conducted at district level, population of the study constituted two hundred 200 respondents, hundred (100) each from private educational institutions and those of Government. Questionnaire method was used as a measuring instrument to collect data. Descriptive statistics have been used while tabulating and interpreting the collected data. It was concluded that better quality of the education is provided by the private institutions as related to those of Government educational institutions. The target respondents have presented favorable opinions regarding teacher's ability to create conducive environment for learning, availability of physical facilities and internet facilities.

Keywords: Quality, comparative analysis, Educational Institution.

1. Introduction

Standard education is an inevitable agent for change as it leads to development and prosperity. The deterioration in the quality of education in Pakistan, especially low standard of the quality of secondary education was of great concern.

Education a great weapon for the development of any society and is considered as one of the main pillars of the developed society. Keeping into account the signifying role of education in all types of developments in the world, only those nations have made progress and development which have a standardized and sound education system as per the modern trends and challenges. Education is a strategic process of transforming the lives of individuals and that of the entire society; thus, creates awareness among the citizens about leading their lives and enabling them to face all kinds of challenges in the world. Leadership role in the world is played efficiently by the educationally sound nations. Pakistan could not grab worth mentioning position on the national development graph on account of non progressive education system. The primary education system being the foundation stone of a building remained ignored and neglected in the country; thus, leading tonon-developmental perspectives in the field of education. Education works as a strong catalyst of positive and constructive change while opening the gateways of opportunities for all diverse groups of society, thus killing the monster of inequality. Education, by providing an effective social ladder for development is rightly considered as a developer of human capital, as it directly enhances potentialities of people and mental faculties. The pace and the nature of the economic and social development is determined by the human resources and literate personnel have an educated approach to deal with social complexities, technological, physiological and political phenomena.

The foundation of quality education is very weak in Pakistan in regard to drawing a line between private and Government secondary schools. Keeping in mind the motto of the day the quality of school system is lowering and deteriorating, it is important to compare the factual position pertaining to quality of education being provided by both types of schools. To keep pace with modern era, it is necessary to improve the quality of the education in private institutions and that of Government educational institutions.

The process of transmitting knowledge to an individual especially at a primary, secondary, higher secondary, graduate and postgraduate level while utilizing various leveled platforms is known as education. Education encompasses various studies that deal with the methods and problems of teaching in regard to society and the complex world. Education is a unified force of consolidating knowledge, skill and understanding that an individual gets while entering the formal learning institutions like a school, college or university.

In broader sense, education may be defined as an action or experiences influencing individual's physical, intellectual and character-building capabilities. In economic literature, education is seen as an "Industry" in which investment is made, which produces human capital and it then affects the individuals, community and society in the overall economy. Education as a major tool plays a vital role in the entire development and growth of the economy.

[1] in his study about "Government versus Private Secondary Schools: A Qualitative Comparison" reported that government schools have better physical infrastructure, large buildings, well-educated staff and the people-oriented administration as compared to those of private schools. It was recommended that the private sector should provide good physical facilities, better building and infrastructure as similarly provided to the students in the government schools.

[2] while conducting a study on "Comparative Study of Private and Government Schools with respect to Administrators" stated that the principals of Government schools actively play their roles in the strategic planning in regard to academic session of the school, thus highlighting curricular activities. While the principals of private schools showing more interest to the co-curricular activities of the students. Availability of secondary level education is the core responsibility of the Provincial Government of Pakistan, in which the private sector also contributes. Government also motivates the private sector for playing its role in the expansion of and provision of educational facilities in the country. Resultantly, the private sector education will also be flourished and successful in the country. Therefore, it is important to compare the functions and variables that affect the effectiveness and efficiency of private and those of Government schools.

[1] in his study on "Micro Econometric Analysis of Private Return to Education and Determinants of Earnings" estimated that education, age, occupation, gender, family background, and family status are the main factors that contribute to the individual's incomes. The study reported that those respondents who passed metric examination from the private educational institutions earn 8.7% more than respondents passed examination from government educational organizations. It was suggested that such a program, plans and policies be started that narrow down the earning gap between people educated from private institutions and those of Government educational institutions.

[3] in their study about "Education and Earnings in Pakistan" explored that individuals life time earning is directly related with educations. Education is a factor which builds up human capital and there is direct positive connection between individual's earnings and education level. Labor forces with low level of education lead toward unskillful and less educated workers in the labor market. In the job market, education moves the labor force towards high earnings.

[4] while conducting a study on "Education and Economic Growth" reported that there is correlation between economic growth and education. They used both micro and macro level of data. At micro level, it was concluded that person who is highly educated get the higher income and at the macro level the study estimated same level of proportion of return a country received ranged from 6-12% per year.

[5] in his study about "Do private schools produce more productive workforce" used data from "Pakistan Integrated Household Survey" (PIHS) 1995-96 with 4916 sample of government schools and 338 of private schools concluded that the students being educated from private schools earn higher return (pay) in the labor market than those of the students being educated from government schools.

[6]in their study reported that private schools provide high quality of education and may charge high fees for that purpose. The study concluded that dissimilar equilibrium exist, as on one side U.S. better quality of education is provided by private schools as compared to government schools and on other hand, private schools are worse off in Italy.

2. Materials and Methods

For the purpose of conducting the comparative analysis of the Private and Government educational institutions, this study has been carried out in District Nowshera in the year 2015, to determine the effectiveness of the educational institutions (Government and Private) of the study area. This section deals in the materials and methods which are used for determination of the research design, sample design, research population, sample size, collection of data and its required analysis facilitating the fulfillment of the stated objectives of the study. Survey method and descriptive statistics have been utilized in the study.

The study is designed to enhance the existing knowledge base and deepen the prevalent understanding about Private and Government educational institutions and its impact on socio-economic development to create awareness amongst all the stakeholders.

The population of this research study included students being educated from private and those of Government educational institutions in District Nowshera. Elements of the population figured out for this research were mainly:

- The education department which included teachers, principals/ vice principals, clerical staff etc.
- The health department which included doctors, medical officers, nurses, head nurses etc.
- All personnel of Judiciary.
- General government of the community.

District Nowshera is located in Khyber Pakhtunkhwa (KP) along with the bank of river Kabul. The city part of the district predominantly consists of cantonment area. The district is surrounded on east by Attock district of the Punjab Province and, on west and to the north-west side lie the districts of Peshawar and the Charsadda. Whereas on its northern side are the districts of Mardan and Swabi and, on south is district Kohat. District Nowshera consists of one (1)Tehsil and forty-eight (48)Union Councils. For this study Private and Government educational institutions were selected. The population of study consisted of the students of both categories of educational institutions in Nowshera region. Total population of District Nowshera is approximately 5,05,660, where there are many private and Government educational institutions exist. In order to conduct this study, a sample of 1% was randomly selected, which was n=200. Two hundred (200) questionnaires were distributed among the targeted respondents, in which one hundred and ten 110 (n=110) were returned and hundred (n=100) found to be valid. Out of two hundred 200 questionnaires, 70 questionnaires were distributed in education department, 30 among the personnel of judiciary, 20 in health department and 80 among the general government of the community.

3. Results and Discussion

The data obtained from the components of quality of education in terms of teaching methodology, examination system and physical facilities are presented in the following tables.

Table 1. Teachers of your school were well qualified?

Government school				Private school			
Scale	Frequency	Total	Percentage	Scale	Frequency	Total	Percentage
S.A	32	50	64%	S.A	23	50	46%
Ag	13	50	26%	Ag	23	50	46%
Un	5	50	10%	Un	4	50	8%
D.A	-	50	-	D.A	-	50	-
S.D	-	50	-	S.D	-	50	-
Total	50		100	Total	50		100

(Source: Field Survey, 2015)

The above table presents teachers qualification of private educational institutions and those of Government educational institutions. Out of 50, thirty two 32(64%) respondents strongly agreed with teachers qualification in Government educational institutions while those of twenty three 23(46%) strongly agreed in private educational institutions. Thirteen 13(26%) respondents agreed with teachers qualification in Government educational institutions while twenty three 23(46%) agreed with teachers qualification in private educational institutions. Collectively, the scale of strongly agree (64%) and that of agree (26%) remained 90% in Government educational institutions. While in private educational institutions the scale of strongly agree (46%) and that of agree (46%) which remained 92% collectively.

Ten 10% of the respondents neither agreed nor disagreed with teachers qualification in Government educational institutions. They remained uncertain in this regard while the uncertainty ratio was a little bit less (8%) in private educational institutions.

Resultantly, 90% of the respondents agreed with Government educational institutions which is slightly lower than 92% in that of private educational institutions. Therefore, it is concluded that teachers of private educational institutions are highly qualified as compared to those of Government educational institutions in District Nowshera.

The same results are highlighted in the following figure.

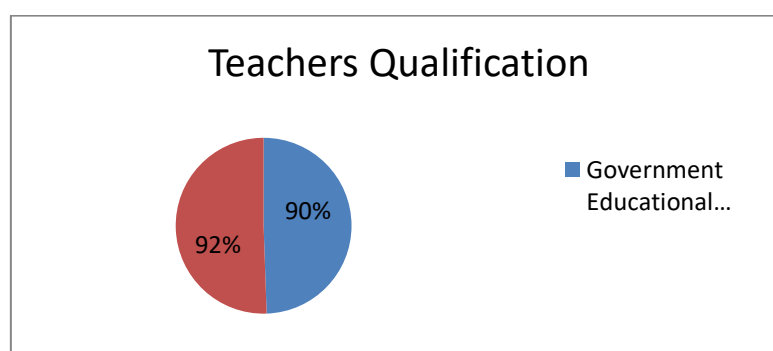


Figure 1.Teacher qualification.(Source: Field Survey, 2015)

Table 2.The examination was conducted in a disciplined way

Government School				Private School			
Scale	Frequency	Total	Percentage	Scale	Frequency	Total	Percentage
S.A	16	50	32%	S.A	7	50	14%
Ag	21	50	42%	Ag	38	50	76%
Un	13	50	26%	Un	-	50	-
D.A	-	50	-	D.A	5	50	10%
S.D	-	50	-	S.D	-	50	-
Total 50			100	Total 50			100

(Source: Field Survey, 2015)

The above table portrays examination conducted in a disciplined way in private educational institutions and those of Government educational institutions. Out of 50, sixteen 16(32%) respondents strongly agreed with examination conducted in a disciplined way in Government educational institutions and seven 7 (14%) in private educational institutions. Twenty one 21 (42%) respondents agreed with examination conducted in a disciplined way in Government educational institutions while thirty eight 38 (76%) agreed in private educational institutions. Collectively, the scale of strongly agree (32%) and that of agree (42%) remained 74% in Government educational institutions. While in private educational institutions the scale of strongly agree (14%) and that of agree (76%) remained 90% collectively.

Thirteen 13% respondents neither agreed nor disagreed with examination conducted in a disciplinary way in Government educational institutions. Ten (10%) respondents disagreed with examination conducted in a disciplined way in private educational institutions.

Resultantly, 74% respondents agreed with examination conducted in a disciplined way in Government educational institutions which is lower than 90% in that of private educational institutions. Therefore, it is concluded that examination conducted in private educational institutions in a disciplined way as compared to those of Government educational institutions in District Nowshera.

The same results are highlighted in the following figure.

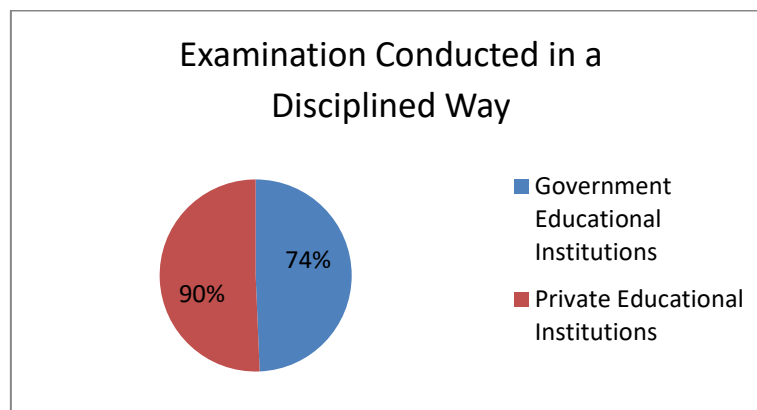


Figure 2. Teacher qualification

Table 3. Building facility was adequate

Government School				Private School			
Scale	Frequency	Total	Percentage	Scale	Frequency	Total	Percentage
S.A	-	50	-	S.A	7	50	14%
Ag	9	50	18%	Ag	21	50	42%
Un	11	50	22%	Un	-	50	-
D.A	-	50	-	D.A	12	50	24%
S.D	30	50	60%	S.D	10	50	20%
Total		50	100	Total		50	100

(Source: Field Survey, 2015)

The above table presents that the building facility was adequate in private educational institutions and that of Government educational institutions. Out of 50, seven 7(14%) respondents strongly agreed that private educational institutions have adequate building facilities. Nine 9(18%) respondents agreed with adequate building facilities in Government educational institutions and twenty one (21%) in private educational institutions. Collectively, the scale of strongly agree (14%) and that of agree (42%) remained 56% in private educational institutions, while 18% agree remained in Government educational institutions.

Twenty two 22% respondents neither agreed nor disagreed with adequate building facilities in Government educational institutions. Twenty four 24% respondents disagreed with adequate building facilities in private educational institutions and twenty 20% respondents strongly disagreed in this regard. Resultantly, 56% respondents agreed with adequate building facilities in private educational institutions which is higher than 18% in that of Government educational institutions. Therefore, it is concluded building facilities are adequate in private educational institutions as compared to those of Government educational institutions in District Nowshera.

The same results are highlighted in the following figure.

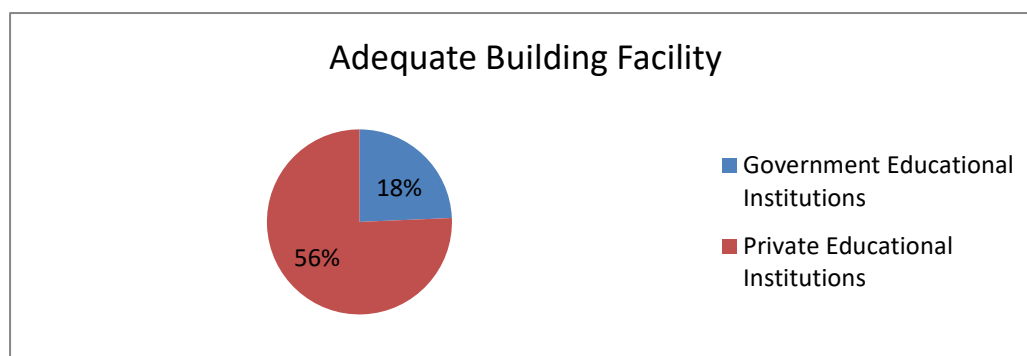


Figure 3. Adequate building facilities (Source: Field Survey, 2015)

4. Conclusion and Recommendations

It may be concluded from this research study that in regard to the quality of education, there found to be significant differences between private educational institutions and those of Government educational institutions. Private educational institutions provide relatively higher quality of education than that of Government educational institutions. In this study, parameters of quality of education are teaching methodology, examination system and physical facilities being provided. Hence, it may be recommended that both sectors may employ teachers with high qualification. The academic session of schools may be divided into three terms i.e. First (I) Term, Second (II) Term and Third (III) Term, in Pakistan and specifically in Khyber Pakhtunkhwa Province. Educational policies are not properly planned out but also devoid of their effective implementation. So, corrective measures are required to be adopted in this regard. “Education for All” strategy should be implemented effectively and efficiently in Pakistan. Furthermore, teacher’s transfers and staff selection and appointments on political grounds should be stopped in the greater interest of the system.

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