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An Analysis of Quality Education in Public and Private Colleges of District Bahawalpur: Teachers' Perspective

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Abstract

The study was designed to analysis the quality education in the colleges of district Bahawalpur. The study was related to current phenomena so descriptive method by following quantitative research design was used in this research. All the public and private colleges of district Bahawalpur was the population. Simple random sampling technique was used to select sample. Total sample size was 260 teachers from public and 248 teachers from private institutions. A questionnaire for teachers was developed as a tool to collect data. Collected data was put into SPSS v 23 for analysis. Statistical techniques i-e mean, chi-square test was used to draw conclusions. Major conclusions of the study were, overall quality education of public colleges was found good as compared to private colleges. Public colleges were working well as compared to private colleges of Bahawalpur. There was found more academically and professionally qualified teaching staff in public colleges as compared to private colleges. There was no significant relationship between public and private college about quality of management. There was no significant relationship between public and private college about quality of teaching staff. Followings were the recommendations; private institutions must hire highly qualified teachers; private institutions must increase the teaching staff according to their need. It must be compulsory for principal of private college to get induction training. Teachers of public and private institutions should employ creative teaching and learning aids.

Keywords: *Quality Education, Public Colleges, Private colleges, Quality Education in Public Colleges, Quality Education in Private Colleges.*

Introduction

Education is widely acknowledged as a critical component of any society's efforts to advance its socioeconomic standing in every region of the world. Education has evolved into the most effective tool available in today's society, making it vital not only for the advancement of societal norms and values but

also for the growth of the economy. According to Ali (1997), the key to a nation's quick economic growth is in its ability to provide its citizens with educational opportunities and trained labour. Education not only fosters original thought and increases one's level of skill, but it also quickens the rate at which technological progress occurs. In addition, education helps people develop the skills necessary to make better decisions and opens doors to possibilities that will allow them to lead more fulfilling lives.

The intellectual and moral instruction of individuals, which enables the development of their potentialities, the inculcation of the characteristics of the Creator, and the transmission of the culture of the people to subsequent generations, is one definition of education. Education can also be defined in a broader sense as the process of passing on a culture to subsequent generations (Khalid, 1998). "A country's level of self-awareness directly correlates to the quality of its educational system. This takes place as a result of the persons who create it developing a greater sense of self-awareness." It is a social institution that educates individuals in the society in the areas of the mind, body, ideology, and morality, with the goal of bringing those individuals to a place where they are fully conscious of their mission and purpose in life, as well as providing the tools necessary for them to fulfill that mission and purpose (Ahmad, 1984).

The sort and degree of education given to young people in today's society will decide the kind and caliber of future leadership in a range of fields, which in turn will assure Pakistan's continuing prosperity, claims the Government of Pakistan (1998). There is no question that education is responsible for all of the heights of success that have been reached by industrialized nations and those countries that claim to be the Asian Tiger today. The promotion of educational opportunities needs to be the primary focus of both a society and its governing body at the same time. Higher education was a frequent activity in earlier times as a way to learn and satisfy one's innate curiosity. It was never intended to be a means of obtaining financial objectives, but because of the demands of the modern economy, higher education has merged with specialization and employment. This is because of the changing requirements of economic life (Virk, 1998).

Literature Review

Higher education is viewed as a way of developing a society's human resources, as stated by North (1997), and in today's times, this is thought to be the case. Universities are the primary sources of new information, ideas, and innovations in countries that have developed their economies. In the world we live in today, the field of science and technology is where the university fulfills its duty as an agent of change with the greatest degree of success. It is of the utmost importance to focus on priming and cultivating high-level professional workforce as much as possible. Higher education cannot be neglected or placed low on the priority list if a nation is to make progress in the areas of social and economic development. Second, speedy expansion creates issues with quality assurance and regulator, as an increase in the quantity of anything may so quickly result in a decrease in the quality of that thing. This problem is caused by the fact that an increase in the quantity of anything may so quickly result in a decrease in the quality of that thing. Thirdly, growth in the developing world usually takes use of the ideas, skills, and resources that are prevalent in the developed world, despite the fact that they may not necessarily be suitable for a particular economic and social system. This is because the developed world is more advanced in terms of technology and knowledge. This is due to the fact that, third, expansion in developing countries typically makes use of the resources, ideas, and skills of industrialized nations (Ball, 2007).

As opposed to the more superficial knowledge that might be acceptable in other parts of the system, the purpose of higher education, according to Barnett (1992), is to instill the most profound comprehension in the brains of students. The knowledge that might be acceptable in other parts of the system is not the same as this. In order to achieve the intellectual independence needed to succeed in the field, students in higher education are expected to be able to think critically and on their own. In higher education, naive trust has no place. According to Quddus (1979), no nation has ever been successful at achieving quick growth without a well-developed higher education system. This has absolutely never been the case in the past at

all. Our greatest national asset is the talent that our people have the capacity to develop, and the way in which we foster that potential is directly tied to the rate at which we progress economically and socially.

Private higher education has undergone rapid expansion in a number of countries over the course of the last fifteen years or more, and it is now accountable for a sizeable portion of student enrollments in a number of countries around the world, including countries in Eastern and Central Europe, the Middle East, Africa, Asia, and Latin America. This is particularly true in countries where private higher education is now responsible for a sizeable portion of total student enrollments. The globalization of higher education in the latter part of the 20th century may be traced back to the beginning of this movement. This trend has been seen in a growing number of countries all around the globe. This growth has taken place in a variety of countries throughout the course of time. The majority of this expansion can be attributed to the rise of commercial and even occasionally for-profit higher education institutions, which has been largely responsible for the majority of this growth. On the other hand, academic, religious, communal, and community-based organizations that have traditionally operated without making a profit are experiencing growth. The bulk of this development, on the other hand, may be attributed to the growth of academic institutions that are located in local communities (Kelly, 2001).

At both public and private higher education institutions, enrolment has significantly increased over the last few decades. There are now more colleges and universities than there were previously. In recent years, there has been a rise in the demand for higher education as a consequence of the high rates of return on investment and the growing proportion of the population that belongs to the middle class. Higher education in the modern day, particularly in the fields of science and technology, is extremely efficient from a financial standpoint. Since there is a finite amount of public funding available, this level cannot be increased. To facilitate the growth of institutions that are held to a higher standard, concentrated efforts are being made to attract the private sector via the adoption of policies that are liberal. This is being done in order to bring about the development of institutions.

The private sector is beginning to participate in the market for higher education, and despite the fact that everything that could possibly go wrong, there are already a number of institutions that have been established that maintain extremely high standards. This is despite the fact that the private sector is beginning to participate in the market for higher education. A significant number of colleges and universities currently have jobs in the private sector. Indirect assistance from the government might be provided in the form of foreign aid. The prospective foreign investors may be able to provide some relief in the form of land for building, among other things (Levy, 2005).

The Higher Education Commission is responsible for giving its approval to both types of universities, and either the National Assembly or the relevant Provincial Assembly is responsible for chartering educational institutions. Both public and private educational institutions are within the purview of the Higher Education Commission, and as such, both types of schools are required to adhere to the laws and regulations established by the commission. The Board of Governors or Board of Management that was specifically created for the purpose of managing the private universities also manages such universities. Tuition fees, endowment money, and contributions from local and international organizations were the primary sources of revenue for colleges that were supported by the commercial sector (Govt. of Pakistan, 1992).

According to the best of the researcher's knowledge, there does not seem to have been any doctorate research undertaken in Pakistan to determine the amount of engagement of the private sector in higher education. This is due to the fact that there hasn't been a great deal of study conducted at the master's and master's thesis levels in this area. In light of the aforementioned, the purpose of this research was to analyze the contribution that Pakistan's private sector plays in higher education.

Statement of Problem

The study was conducted with the goals of investigating and comparing the academic requirements of public and private colleges situated in the Bahawalpur area, as well as investigating and comparing the educational levels that are made available by public and private institutions. To compete with state universities and colleges, the commercial sector established rival educational institutions that were connected with HEC. The structures that make up the colleges are among the most aesthetically pleasing and technologically advanced of all the others. As a result of this circumstance, the researcher has made the decision to investigate the differences in the quality of education provided by public and private colleges. For this reason, the researcher frames the issue as a comparative study of the quality of education offered by public and private colleges in the district of Bahawalpur.

Research Questions

The subsequent research queries are as follows:

1. Is any significant relationship exist between the academic qualification of teachers in public and private colleges?
2. Is any significant relationship exist between the professional qualification of teachers in public and private colleges?
3. Is any significant relationship exist between quality of management in public and private colleges?
4. Is any significant relationship exist between quality of teaching in public and private colleges?
5. Are public colleges promoting better quality education as compared to private colleges?

Significance of Study

Current study will be helpful to evaluate the functioning the achievement of private sector in higher level in order to help out the planners, policy makers, decision makers, educational authorities and other agencies which involved in education industry for the purpose of planning, management and development of private sector.

Methodology

The study was descriptive in nature because it deals the current phenomena i-e Quality Education. Therefore, researcher has decided survey method for data collection and to finalize the results. Questionnaire was developed for teachers to collect data about quality education of both public and private colleges. Population of the research consisted of all the teachers of both public and private institutions of district Bahawalpur. Simple random sampling technique was used to select sample size. Therefore, 260 teachers were chosen from public sector with equal proportion of male and female participants. From private sector there were 248 male and female teachers selected with equal proportion. In this way, total sample of this study was 508 teachers from public and private sector for data collection.

Instrument Development

In order to evaluate the quality of education offered by public and private colleges, a questionnaire based on a Likert scale with five points was developed. The questionnaire was developed to assess only three factors which affect the quality education in institutions i-e qualifications of teachers, quality of management and quality of teaching staff. Panel of the experts examined and analyzed the questionnaire. In the light of experts' panel, following significant modifications were made, and the questionnaire were shaped in accordance with the requirements.

Data Collection and Interpretation

A researcher personally and with the help of research assistant visited all the colleges which were selected in sample. Response rate of the respondents were 98% which was satisfactory. Statistical Package for Social Sciences version, 23, was used for data analysis. The surveys were broken down into three factors and each factor's results were compared by using chi-squire test.

The Chi-Squire approach was used to compare the two frequencies, i.e., instructors and college presidents. The reactions, remarks, and feedback of teaching staff and principals from both sectors were also compared using this statistical approach. T-test and mean were utilized in factors to draw conclusions quickly and accurately from the data. The entire method was preplanned and tested beforehand. In this manner, an accurate and trustworthy data analysis was performed for real outcomes and a scientific conclusion.

Table 1: Analysis of Academic Qualification of Public and Private College Teacher

Qualification	Graduation	Masters	M. Phil/Ph.D.	Total
Public.	0	58	202	260
Private.	0	226	22	248
Total	0	284	224	508

Table 1 indicates the analysis of academic qualification of public and private college teachers. The statistics showed that 202 teachers of public sector universities hold an M. Phil. /Ph.D., and 58 teachers hold a master's degree. On the other hand, 226 teachers of private institutions hold master's degrees. There were 22 teachers that held an M. Phil. or Ph.D.

Table 2: Analysis of Professional Qualification of Public and Private College Teachers

Qualification	M.Ed./M.Phil.,	B.Ed.	PTC/CT	NILL	Total
Public.	256	4	00	00	260
Private	81	167	00	0	248
Total	337	171	00	00	508

Table 2 shows the analysis of professional qualification of public and private college teachers. Data showed that 4 teachers of public colleges had a B. Ed., and 256 teachers had an M. Ed./M. Phil. Qualification. At contrast, 167 teachers of private colleges had B. Ed., while 81 teachers hold M. Ed./M. Phil degrees.

Table 3: Analysis of Teachers' Responses about Quality of Management in Public and Private Colleges of Bahawalpur

Item No.	Statement of item	χ^2 value	Remarks
3	Teachers are supervised through an in-service training programme.	419.86	Not Significant
4	For the recruitment of instructors, a standardized selection approach is used.	353.10	Not Significant
8	Giving prizes to good instructors encourages them to work more.	185.89	Not Significant
9	Good instructors are rewarded through incentive programmes.	190.57	Not Significant
11	The position of teacher is safe.	163.21	Not Significant
12	There is a good teacher-to-student ratio.	317.82	Not Significant
13	Teaching takes place in a pleasant setting.	278.07	Not Significant

14	Teaching takes place in a conducive setting.	330.45	Not Significant
15	Teachers are happy with the pay system.	261.90	Not Significant
17	In college, the religious atmosphere is kept.	190.03	Significant*
18	Teachers have transportation facility available for them.	191.81	Significant*
19	Teachers have access to medical care.	192.71	Not Significant
21	Your mind involves you when making decisions.	238.83	Not Significant
22	While leading teachers, your head is also a part of team.	265.80	Not Significant
23	All of the events at college are well planned.	330.21	Not Significant
24	When a new activity is offered, it is meticulously prepared.	278.96	Not Significant
25	There is a fair assessment mechanism in place.	228.33	Not Significant
26	The admission of students is based on merit.	262.22	Not Significant
27	Your school is committed to providing high-quality education.	288.083	Not Significant
Combine average of chi-square for quality Management		261.465	Not Significant Relationship

χ^2 (4) at 0.05 level = 9.488

Table 3 shows the significant relationship between public and private teachers about quality of management. There was no significant relationship found in the seventeen statements about the quality of management, regardless of whether the respondents' opinions were from public or private universities. There were only two statements where significant relationship found. One is about religious atmosphere kept in college and other was teachers have transportation facility available for them. Overall average of chi-square indicates that there was no significant relationship between public and private college about quality of management.

Table 4: Analysis of Teachers' Responses about Quality of Teaching Staff in Public and Private Colleges of Bahawalpur

Item No.	Statement of item	χ^2 value	Remarks
1	In your college, you have well-qualified professors.	101.51	Not Significant
2	Your college has qualified, experienced instructors.	89.55	Not Significant
5	For the recruitment of instructors, a standardized selection approach is used.	367.48	Not Significant
6	Before giving a lecture, your professors carefully prepare it.	206.69	Not Significant
7	Teachers follow the instructional methodology to a tee.	266.32	Not Significant
10	In class, the teacher effectively delivers the subject matter.	257.11	Not Significant
16	Teachers are pleased with the current pay system.	164.27	Not Significant
20	Teachers are skilled users of audiovisual resources.	193.90	Not Significant
28	Students are encouraged to think creatively.	189.75	Not Significant
30	Students' self-respect is appreciated by instructors, and they are encouraged.	284.19	Not Significant
31	Teachers keep a positive learning environment.	283.34	Not Significant
32	Teachers are always on time.	192.782	Significant*
33	The instructors complete the lectures in plenty of time.	265.854	Not Significant
Combine average of chi-square for quality of teaching staff		220.211	Not Significant

χ^2(4) at 0.05 level = 9.488

Table 4 shows the significant relationship between public and private teachers about quality of teaching staff. There was no significant relationship found in any of the twelve statements about quality of teaching staff, regardless of whether the teachers' opinions were from public or private universities. There was only one statement where significant relationship found i-e Teachers are always on time. Overall average of chi-square indicates that there was no significant relationship between public and private college about quality of teaching staff.

Table 5: Analysis of Teachers Responses about Quality of Management and Quality of Teaching staff at Public and Private Colleges of Bahawalpur

Sr.#	Factor	Average χ^2value	Mean Score	
			Public Colleges	Private Colleges
1	Quality Management	261.465	3.85	2.31
2	Quality of Teaching Staff	220.211	4.22	2.93

χ^2 (4) at 0.05 level = 9.488

Table 5 shows the general characteristics of quality education i-e quality of management and quality of teaching staff. Chi squire and mean score were used to find the results. There was no significant relationship found about quality of management between public and private institutions. The value of chi-squire was (261.465), mean score of public institutions (3.85) and private institutions (2.31). The value of mean score indicates that public institutions have higher-quality management as compare to private colleges.

There was no significant relationship found about quality of teaching staff between public and private institutions. The value of chi-squire was (220.211), mean score of public institutions (4.22) and private institutions (2.93). The value of mean score indicates that public institutions have higher-quality of teaching staff as compare to private colleges.

Findings and Discussion

Findings related to research question, is any significant relationship exists between the academic qualification of teachers in public and private colleges' shows that the teachers' of public institutions have more qualified as compare to private teachers. The results of the current study regarding were in agreement with those of (Bobbitt & Seastrom 1994), in a study titled "Qualifications of the Public-School Teacher Workforce," in which the researchers claimed that teachers employed by public colleges have higher levels of academic and professional qualification than those employed by private colleges.

Findings related to second research question indicates that teachers' of public colleges have a higher professional qualification as compared to private teachers. The results of the current study regarding were in agreement with those of (Bobbitt & Seastrom 1994), in a study titled "Qualifications of the Public-School Teacher Workforce," in which the researchers claimed that teachers employed by public colleges have higher levels of academic and professional qualification than those employed by private colleges.

Findings associated with: is any significant relationship between public and private teachers about quality of management showed that there was no significant relationship found in the seventeen statements about the quality of management, regardless of whether the respondents' opinions were from public or private colleges. There were only two statements where significant relationship found. One is about religious atmosphere kept in college and other was teachers have transportation facility available for them. Overall average of chi-square indicates that there was no significant relationship between public and private college about quality of management. The findings of this study were consistent with Marks and Printy (2003) study. Marks and Printy (2003) conducted study entitled "Principal leadership and institute performance: An integration of transformational and instructional leadership," which found that the quality of

administration is poor in private colleges. Along with this, the study's conclusion echoed that of the researcher (O'Toole & Meier 2004), who found that the quality of administration performance in private colleges was lacking in their study, "Public management and educational performance: The impact of managerial networking." The current study confirms the findings of Simkins and et al (2003), who wrote in his paper "College Leadership in Pakistan: Exploring the Principal's Role" that teachers in public schools are promoted to administrative positions based on their expertise and are prepared for the challenges of these positions. In contrast, the researcher Haunches noted that public school administration performed well in their paper titled "The Impact of Differential Expenditures on College Performance."

Fourth research question shows the significant relationship between public and private teachers about quality of teaching staff. It was found that there was no significant relationship found in any of the twelve statements about quality of teaching staff, regardless of whether the teachers' opinions were from public or private universities. There was only one statement where significant relationship found i-e Teachers are always on time. Overall average of chi-square indicates that there was no significant relationship between public and private college about quality of teaching staff. The findings of the study was consistent with the researchers' findings (Memon, 2007), who concluded in his research paper "Education in Pakistan: The Key Issues, Problems and the New Challenges" that the teaching staff quality in private colleges is extremely low, that the laboratories are inadequately equipped, and that untrained teachers are unable to meet the needs of the present and the future. In another study, Iqbal (2012) claimed that public institutions had more well-trained teaching faculty from private colleges in his article titled "Public vs private colleges: A qualitative comparison."

Finding related to general characteristics illustrate that there was no significant relationship found about quality of management between public and private institutions. The value of chi-squire was (261.465), mean score of public institutions (3.85) and private institutions (2.31). The value of mean score indicates that public institutions have higher-quality management as compare to private colleges. There was no significant relationship found about quality of teaching staff between public and private institutions. The value of chi-squire was (220.211), mean score of public institutions (4.22) and private institutions (2.93). The value of mean score indicates that public institutions have higher-quality of teaching staff as compare to private colleges. The findings of the study was consistent with Chaudhury and et al (2006) findings in their study "Public and private colleges in rural India," which found that quality of management of public colleges were high as compared to private colleges. Along with this, the current study's findings echoed that of researchers who concluded in "The Effectiveness of Private vs Public Institutions: The Case of Indonesia Bedi and Garg (2000) that all public monies were not utilized effectively, resulting in the ineffective infrastructure of public colleges.

Conclusions

Following conclusions were drawn from this study:

1. Academic qualifications of public colleges' teachers were significantly higher as compared to private teachers.
2. Professional qualifications of public colleges' teachers were also significantly higher as compared to private colleges' teachers.
3. There was no significant relationship between public and private college about quality of management.
4. There was no significant relationship between public and private college about quality of teaching staff.
5. Finding related to general characteristics illustrate that there was no significant relationship found about quality of management between public and private institutions. Value of mean score of public institutions (3.85) and private institutions (2.31) was it indicates that public institutions have higher-quality of management as compare to private colleges. There was no significant relationship found about quality of teaching staff between public and private institutions. The value of mean score of

public institutions (4.22) and private institutions (2.93) was it shows that public institutions have higher-quality of teaching staff as compare to private colleges.

Recommendations

Following are the recommendations to improve quality education in public and private colleges:

1. Private institutions must set up their hiring procedures so that highly qualified instructors will choose to teach there.
2. Private institutions can handle more students due to their facilities. It is strongly advised that the necessary number of instructors be increased at private institutions since the number of teachers is low by the student-to-teacher ratio standard. The selection and hiring processes for principals need to be improved in terms of administrative quality.
3. In private institutions, the quality of administration was judged to be lacking. Therefore, it must be advised that private college principals get induction training before beginning their positions. Because the training programmes that are now in place are ineffective, according to verbal discussions with instructors. To bring their facilities up to the level of public universities, private institutions should upgrade their infrastructure.
4. During the teaching and learning process, teachers from both public and private institutions should employ creative teaching and learning aids.
5. Teachers at private institutions should get regular in-service training.
6. Good instructors should receive rewards in the form of money and appreciation certificates to motivate them and advance their careers.

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