

Analysis of the Quality of Education at Higher Level in Bahawalpur, Pakistan

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Abstract



Quality is an important aspect of education. Many parameters reflect the quality of education. This study is based on physical facilities, infrastructure, coordination, and effective administration, provided by the Public and private colleges of Bahawalpur. Measures of quality assurance at public and private colleges were compared using these standards as benchmarks. All the students and the teachers of colleges of Bahawalpur were the population of the study. Total of twenty (20) Colleges were randomly selected, eleven (11) colleges from the private sector and nine (09) Colleges from the public sector. Twenty-four (24) students and five (05) teachers were selected from each sample college. A questionnaire was used to collect data. The findings of the study indicated that in fulfilling some standards, the performance of private colleges were better than public sector colleges. In some cases the performance of public sector Colleges are better than private-sector colleges. The results showed a clear difference in the quality of education in public and private colleges of Bahawalpur. The quality of higher education may be improved from beginning to end by providing proper professional training to the teachers by revising the existing curriculum. The libraries and laboratories should be properly equipped by efficient utilization of funds and grants of extra funds where needed. The admission rules are strictly followed, and co-curricular activities in the public sector should be encouraged for punctuality and regularity in classes. It is suggested that honest, efficient, well-educated, dedicated administration and qualified teachers should be appointed.

Keywords: Quality, Education, Public, Private, Colleges.

For the past four decades, high-quality education has been a central theme at numerous worldwide gatherings and declarations. According to Jerome, S. Arcaro (1995), quality is the most important factor in education. He claims that the younger generation is graduating from college without the necessary preparation to satisfy society's standards, and so is unable to become responsible citizens. They rely on social security, increase criminality, are unable to meet future generations' demands, and are socially isolated. Every one of us should be concerned about educational quality. The level of education that a country's youngsters and college students get determines the country's future. In our Colleges, we have a framework for continuous improvement that we may use. When educators grasp the concept of continual improvement, they acquire confidence in their ability to shape and change the nature of their colleges. Secondary education, according to Stanley, C. A., & Porter, M. (2002), is an important subdivision of the educational system since it not only produces qualified workers for the country's economic development but also serves as a feeder for higher education. Thus, higher education quality is linked to secondary and primary education quality (p. 308). According to Hanushek, E. A. (2020) an increase in the number of students enrolled does not guarantee an improvement in the economy. He concluded that population cognitive capabilities are positively connected with individual wages, income distribution, and economic growth. International research on cognitive abilities based on expanded data shows far high deficits in underdeveloped countries than normally derived from merely College enrolment and attainment. Size of the problem to close the economic gap with industrialized countries, colleges and universities must undergo significant structural transformation. Hanushek, E. A. (2020). According to a World Bank report (1995), p 46, titled "Priorities and Strategies for Education," It's tough to define and evaluate educational quality. Students' outcomes must be taken into account while defining a term. Most educators would also add the learning environment and the facilities available to students and teachers in their definition. Quality education is a primary theme at present all over the world Gallahue, D. L., & Donnelly, F.

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C. (2007). Tilak, J. B. (2020) stated that quality education may assist poor countries to establish economically, and it provides a secure future and a standard quality of life. For pupils who lack access to digital learning or lack spirit and self-devotion, this is a serious concern. The long-term economic effect of this decline in the current cohort of students for the remaining one-third of a school year is approximated by (Eric,A.,Hanushek, L. & Woessmann, 2016)

Rationale of the Study

The quality of education has an impact on a country's economic growth. Low academic proficiency and inadequate college quality are suffocating economic progress. Early data suggests that investments in colleges yield stronger economic returns when the quality of the colleges and the academic achievements of the students are high. Quality has economic impacts that are unrelated to quantity. High-quality education boosts national GDP growth rates. They backed up the conclusions of a study that looked at more countries over a longer period and with more control. This study found that high-quality education raises per capita income, while extra years of college have little or no impact on per capita income. Jamison et al. (2007)

Objectives of the Study

The following were the study's primary objectives.

- i. To know the difference in the provision of physical facilities among public and private colleges.
- ii. To compare Administrative facilities provided by public and private colleges.
- iii. To put side-by-side Physical infrastructure, academic facilities, and learning in public and private colleges.

Significance of Study:

The study could provide a foundation for a genuine comparison of public and private colleges in achieving quality standards given by the Higher Education Commission of Pakistan and endorsed by the Islamia University Bahawalpur's Quality Enhancement Cell. The findings and conclusions of this study will serve as a guideline for the provision of excellent education because it was undertaken to compare different quality parameters. The findings will facilitate the creation of effective monitoring and assessment procedures for students in colleges.

Delimitations

Due to time and budget constraints, the research was delimited to:

- a. Public and Private Colleges of Bahawalpur district.
- b. Only those private Colleges were taken that are affiliated with The Islamia University Bahawalpur are included.

Literature review:

It is easier to describe than to define the term quality, according to Pirsig (1976). There are some aspects of the object that are superior to others, such as its quality. The majority of quality discussions lead to the conclusion that quality and excellence are synonymous. Quality can be defined as conformance to a specified or accepted standard. Mishra, S. (2007). There are a lot of things standing in the way of universal access to quality education, but evidence shouldn't be among them. There is a worldwide need for high-quality teaching and learning. Alexander, R. J. (2015). The idea of quality in education originates from the business and management fields. Different experts have presented different definitions of quality.

- "Conformance to the requirements and suitability for usage." Fine, C. H., & Bridge, D. H. (1984).
- "Competencies in terms of knowledge, skills, attitudes, capacity, and competition concerning demands." Goel and Biswal, (1996).
- "The totality of services or product's traits and attributes that affect its capacity to meet an implicit or expressed need." American Society for Quality Control, (1990).
- "Products and services are judged on their capacity to satisfy expressed or implicit needs by their totality of features and attributes." (Business dictionary).

Efficiency, effectiveness, equity, excellence, and equality distinction are all terms that are used interchangeably Adams, (1993). To promote students' ability to develop independently by acquiring relevant knowledge, valuable skills, and a positive attitude. The educational environment assists students in creating a safe, secure, and healthy setting. Bernard, (1999). Eight characteristics of

successful educational systems were highlighted by Barber (2007), including delivering a universal per-College fund evenly and regularly, dealing with failure quickly, setting high standards, picking excellent teachers, training them effectively, constantly perfecting their classroom practice, selecting outstanding leaders and develop them well According to Young (2006), who wrote a book review, the EFA global, and national education agenda program does not measure enrollment, attendance, college completion rates, and achievement scores to improve quality. Assessment in the Dakar Framework EFA. "Improving all elements of educational quality and assuring everyone's excellence so that everyone achieves recognized and measured learning outcomes". According to Abadzi, H. (1993) the quality of a system is determined by society and its constituents. And it is a society that can create circumstances for development and quality. Returns are measured in terms of quality, while achievements are measured in terms of returns. According to Crosby, F. (1984). Quality becomes a challenge when it is viewed as requiring a separate effort from operating the business; when it is made highly 'technical' with statistical tools and analytical reasoning. Quality is not an afterthought in a product, but rather an integral part of it. The key to ensuring quality is hard work. Quality, according to Stella, A. and Gnanam, A. (2002) is achieved when a person is devoted and ready to put in the effort.

Research Methodology

This was a comparative study and descriptive in nature for which survey type research methodology was adopted and a questionnaire was designed and used to collect the data for this purpose. Compare the fulfillment of standards of quality given by The Islamia University Bahawalpur for affiliated colleges. Based on the achievement of these standards we understand which sector Public or Private is doing a better job in providing quality education in the region.

Population

All the students, teachers, principals, and non-teaching staff of public and private Colleges in the Bahawalpur district constituted the population of the study. The focus of the study was to analyze the Major quality assurance measures at the college level in the public and private sectors in Bahawalpur District. Therefore all the public and private colleges of four Tehsil, of Bahawalpur (Bahawalpur, Ahmad Pur sharqi, Khair Pur tamewali, and Yazman) formulated the population of Study. All the teachers of public and private colleges of Bahawalpur district. Twenty (20) Colleges were randomly selected by using stratified random sampling 09 colleges from Government and eleven (11) colleges from the private sector were selected for research purposes. Twenty Four (24) students were selected from each sample college in this way the size of the sample is 480 students and five (5) teachers from each sample college. Stratified random sampling involves dividing a population into smaller divisions known as strata. Parsons, V. L. (2014).

Sample Size

A stratified random sampling technique was used. Stratified random sampling involves dividing a population into smaller subgroups known as strata because it is a precise estimate for subgroups, efficient in conducting the survey, and ensures representation of all groups of interest. A total of 20 Colleges were randomly selected for this purpose. The population was divided into the following two strata. **Strata A:** From Bahawalpur City, a sample of 12 were randomly selected colleges from the Public sector, and from the Private sector randomly **Strata B:** From the rest of the area of Bahawalpur district, a sample of 08 colleges were drawn from the Public and Private sector randomly. From each sample College, 20 students were randomly selected and 05 teachers of the institutions served as a sample of the study in this way size the sample was 235 students from the private sector and 245 students from the government sector, and 75 teachers.

Research Instruments

The questionnaire is used as a research instrument for getting relevant information from teachers and students. According to Koul, R. B. (2020). a questionnaire is a popular method for gathering all types of data, including information on specific conditions and questions about an individual's or group's opinions and attitudes.

Validity

The questionnaire's content validity and face validity were verified by an additional team of experts, together with the research supervisor.

Reliability

The reliability of the instruments was calculated with the help of SPSS version 16 and the Chronbach alpha value was found to be .65 for the questionnaire of faculty and the Chronbach alpha value for the questionnaire for a student was found to be 0.67, hence both questionnaires were quite reliable.

Data Collection and Analysis

The researcher personally visited each sample college to administer teacher and student questionnaires. All twenty-one (21) sample colleges, ten from the public sector and eleven from the private sector, were given questionnaires by hand. The majority of public and private colleges returned the questionnaire after the first visit, while the remaining public and private colleges returned it after the second visit. As a result, there was an increase in the number of student and teachers questionnaire sent to the institutions.

Table 1

Nature of College	Statement	Mean	Standard Deviation	Median	t	Sig. (2-tailed)
Government College	Physical Facilities and infrastructure of College	3.4576	.53108	3.454	3.81	.000
N=235						
Private College		3.2623	.58745	3.27		
N=245						

Table.1. represents the comparison of Physical facilities and infrastructure of public and private sector colleges. According to the response given by Students for public colleges mean score is 3.4576, the Standard deviation is .53108 and the median is 3.4, and for Private colleges mean is 3.26, the Standard deviation is 0.587, and the median is 3.2, which means physical Facilities and infrastructure of public sector College is good enough and private sector colleges are hardly enough. As the t value is 3.816 significant at 0.000 that shows there is a significant difference in providing physical facilities and infrastructure for both sectors. Comparatively, the public sector performs better than private sector colleges.

Table.2.

Nature of College	Statement	Mean	Standard Deviation	Median	t	Sig. (2-tailed)
Government College	Administrative Facilities	3.2275	.80284	3.1538		
N=235					-4.49	.000
Private College		3.5388	.71415	3.6154		
N=245						

Table.2. Represents the comparison of administrative facilities in public and private colleges. According to the response given by Students for public sector colleges' the mean score is 3.227, the Standard deviation is 0.8028, and the median is 3.15, and for Private colleges mean is 3.538, the Standard deviation is 0.714, and the median is 3.6. It means administrative facilities are hardly enough in public sector colleges as good enough in private sector colleges. As the t value is -4.49, significant at 0.000 which shows there is a significant difference in providing administrative facilities for both sectors. Comparatively, the public sector performs better than the private sector.

Table .3

Nature of College	Statement	Mean	Standard Deviation	Median	t	Sig. (2-tailed)
Government College	Coordination among staff	3.77	.597	3.8	1.40	
N=43						.166
Private College		3.59	.480	3.6		

N=32

Table.3 represents the comparison of Coordination among staff in public sector colleges and private sector colleges. According to the response given by faculty for public sector colleges mean score is 3.77, the Standard deviation is 0.597, and the median is 3.8, and for Private colleges mean is 3.59, the Standard deviation is 0.480, and the median is 3.6. It means Coordination among staff is good enough in both streams of colleges. As the t value is 1.40, significant at 0.166 which shows there is not a significant difference in Coordination among staff for both sectors.

Table.4

Nature of College	Statement	Mean	Standard Deviation	Median	t	Sig. (2-tailed)
Government College N=235	Effectiveness of Administration	3.486	.503	3.5	-.599	.551
Private College N=245		3.551	.405	3.5		

Table.4 represents the comparison of the effectiveness of administration in public sector colleges and private sector colleges. According to the response given by faculty for govt. colleges' mean score is 3.486, the Standard deviation is 0.503, and the median is 3.5, and for Private colleges' mean is 3.551, the Standard deviation is 0.405, and the median is 3.5. It means that the effectiveness of administration is good enough in both streams of colleges. As the t value is -0.599, significant at 0.551 which shows there is not a significant difference in the effectiveness of administration for both sectors of colleges.

Findings:

1. Responses regarding Physical Facilities and infrastructure of the Colleges

Comparison of Physical facilities and infrastructure of colleges in public and private sector colleges. According to the response given by Students for public colleges mean score is 3.4576, the Standard deviation is .53108 and the median is 3.4, and for Private colleges mean is 3.26, the Standard deviation is 0.587, and the median is 3.2, which means physical Facilities and infrastructure of public sector College is good enough and private sector colleges are hardly enough. As the t value is 3.816 significant at 0.000 that shows there is a significant difference in providing physical facilities and infrastructure for both sectors. Comparatively, the public sector performs better than private sector colleges. (Table .1)

2. Responses regarding Administrative Facilities

Comparison of administrative facilities in public and private colleges. According to the response given by Students for public sector colleges' the mean score is 3.227, the Standard deviation is 0.8028, and the median is 3.15, and for Private colleges mean is 3.538, the Standard deviation is 0.714, and the median is 3.6. It means administrative facilities are hardly enough in public sector colleges as good enough in private sector colleges. As the t value is -4049, significant at 0.000 which shows there is a significant difference in providing administrative facilities for both sectors. Comparatively, the public sector performs better than the private sector. (Table No.2)

3. Responses regarding Coordination among staff

Comparison of Coordination among staff in public sector colleges and private sector colleges. According to the response given by faculty for public sector colleges mean score is 3.77, the Standard deviation is 0.597, and the median is 3.8, and for Private colleges mean is 3.59, the Standard deviation is 0.480, and the median is 3.6. It means Coordination among staff is good enough in both streams of colleges. As the t value is 1.40, significant at 0.166 which shows there is not a significant difference in Coordination among staff for both sectors. (Table No.3)

4. Responses regarding Effectiveness of Administration

Comparison of the effectiveness of administration in public sector colleges and private sector colleges. According to the response given by faculty for govt. colleges' mean score is 3.486, the Standard deviation is 0.503, and the median is 3.5, and for Private colleges' mean is 3.551, the Standard deviation is 0.405, and the median is 3.5. It means that the effectiveness of administration is good enough in both streams of colleges. As the t value is -0.599, significant at 0.551 which shows there is not a significant difference in the effectiveness of administration for both sectors of colleges. (Table No.4)

Conclusions:

Based on the finding following conclusions were drawn. Both public and private sector colleges have written statements of vision, Mission, and goal but Web sites of most of the colleges do not confirm the same. Both sectors equally meet standards regarding academic faculty and non-academic staff. Physical infrastructure is hardly enough in both sectors. Physical facilities are fairly better in public sector Colleges than in private colleges. In private colleges, physical facilities are hardly enough whereas in public sector Colleges' physical facilities are good enough. Administrative facilities are relatively better in private colleges than in public sector Colleges. In the public sector College, administrative facilities are hardly enough whereas in private colleges these are good enough. Coordination among staff is the same in both streams of colleges. In both sectors, there is good enough coordination among staff. The effectiveness of administration is similar in both streams of colleges and the administration of both sectors is effective.

Discussions:

The current study averred that both Government and private colleges have written statements of vision, Mission, and goal but Web sites of most of the colleges do not confirm the same. There is a great difference in the saying and actions of the college teachers and administration. They answer the questions as they think appropriate. Even if it is not true. This finding is coherent with Hobbs, (2009). Physical infrastructure is hardly enough in both sectors. But the public sector has comparatively better physical infrastructure than private colleges. Because it became easy to manage a small setup as compared to a large setup Chinapas, A., Polpinit, P., Intiruk, N., & Saikaew, K. R. (2019). The effectiveness of administration is similar in both streams of colleges and the administration of both sectors is effective. Coordination among staff is the same in both streams of colleges. In both sectors, there is good enough coordination among staff. This study is helpful for teachers and policymakers equally, in designing and implementing the policy.

Recommendations:

- a. The vision, mission, and goal statement of colleges must be defined and written in the prospectus and on the website of the respective college.
- b. Library books must fulfill the need of students. So there should be several related books in the library, especially in private colleges. For reading, there should be furniture and enough space in the library.
- c. Laboratories should be improved and well equipped, especially in public sector colleges that help the students better understand practical work assigned by the teacher.
- d. Multimedia should be available in the institution for delivering lectures and presentations in both sectors.
- e. There should be playgrounds in private colleges. And kits for sports should provide by colleges.
- f. There should be a transport facility for teachers and students in both streams of college.
- g. Access to the internet and Wi.fi must be ensured in computer labs.
- h. Principals' should hold regular meetings with staff in both sectors to share the problems faced by the teacher and for future planning.
- i. Websites of colleges should be developed, maintained, and update to meet the requirement.
- j. Private colleges should provide better physical facilities to their students and staff.

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