

Conflict at the Crossroads: Post-Pahalgam Trajectories in Indo-Pak Relations

EXPLORING EDUCATIONAL QUALITY IN PUBLIC AND PRIVATE SECTOR SCHOOLS: A CASE STUDY OF DISTRICT FAISALABAD

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Abstract

Education plays a vital role in the personality development and overall growth of individuals. In Pakistan, education is imparted through various types of institutions, including public, private, technical, and religious (madrasa) systems. Among them, public and private schools form the core of the national education system. This study aimed to evaluate and compare the quality of education in public and private sector higher secondary schools in District Faisalabad. Using a multistage random sampling method, data was collected from 240 respondents—including administrators, teachers, and students—across three randomly selected tehsils. A structured interview schedule and a five-point Likert scale were employed to gather and quantify perceptions of educational quality. The analysis, utilizing both descriptive and inferential statistics, revealed that public schools generally had more qualified staff, better infrastructure, and more experienced faculty. Conversely, private schools lacked these resources and often depended on less qualified personnel. The study concludes with a recommendation that the government should take active steps to bridge the quality gap between public and private institutions to ensure equitable and effective educational standards.

Key Words: Quality of Education, Teaching Methodologies, Educational Attainment, Institutional Facilities, Public vs. Private Schools, Likert scale, District Faisalabad.

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Introduction:

Background of Study

In Pakistan, the quality and standard of education is extremely low. The progress of countries depends largely on education. Education has undergone several transformations and revolutions throughout the countries' history. In the industrialized world, school organizations have come to represent transformations and revolutions. The Pakistani government consistently made an effort to meet the needs and ambitions of both people and society. Numerous measures have been done in this respect to make sure that material as well as human resources are combined to reap the full advantages of education. The schools have evolved into the center of modernity in the contemporary era. Young, Green, Aristotle claim that contemporary schools have evolved into the epitome of simplicity. There were enough physical resources available to provide high-quality education. Physical amenities are an indicator of high-quality secondary education in both public and private institutions. Aristotle claims that a suitable learning environment is made up of a variety of physical resources made available to schools. In addition, pupils' basic requirements are what direct them to their final objective. But students can't simply learn in the classroom, and we can't make them clever by keeping them inside of four walls. Through contact with the internal and external surroundings, their learning may be improved. We will fall behind in today's fast-paced world if we do not invest in raising the bar of education (Robb, 1978).

Definition of Education

The most effective approach to bring about improvements in the world and to gain insight into oneself is by means of education. This is the case because an excellent education gives its recipients the tools they need to make sense of the world and put what they have learned into practice. There were several components that go into providing a high-quality education, enrollment status, course completion, teaching style, faculty credentials, extracurricular involvement, academic achievement, and recognition. Education empowers people by preparing them academically, physically, philosophically, and ethically for their daily missions. It aids mental, spiritual, and financial growth. Muslim schooling is more than just acquiring information; it also shapes people's worldviews to match with justice, which helps develop an established Islamic society. Similarly, The Latin words educare, to train, to mold, and educere, to draw out, to lead out, are the sources of the English word "education." The modern word incorporates both meanings, serving as a theoretical basis for discussions concerning education between traditional and innovative pedagogues. Education indicates that the teacher exerts influence over the student in order to mold them into the appropriate shape. The common educational resources include lectures, workbooks, pneumatic equipment, and standardized testing. On the other side, education denotes a process of waking, growth, and becoming. Socratic discussion, in-depth reading, the arts, or any other activity that develops the subject's critical abilities, improves their perceptual skills, and increases their mental capacity can be used as instruments in this process. Both education and education have the trait of implying procedures designed and directed by instructors (Nasir and Nazli, 2010)

Quality Education

We discuss the administration, classrooms, classes, students, instructors, technology, and more when we discuss the quality of education. UNICEF offers a very thorough definition of quality education, which includes healthy students who are well-fed, prepared to participate in their education, and whose educational experience is encouraged by their loved ones and communities; wholesome, secure, and supportive situations; content that includes the previously mentioned components and peace; inclusive child-focused processes that are promoted by proficient independent teachers; and real results that include life-supportive knowledge. The UNICEF assertion that effective and adequate stimulation in a child's early years promotes brain development and is essential for regulating emotions, arousal, and behavioral control is especially crucial for sustainability (Serbessa, 2006).

World Wide Factors

Iqbal discovered that students in poor nations had lower average success rates than students in industrialized nations and that there is far more variety in their performance (Iqbal, 2016).

According to a study by the World Bank, establishing standards, encouraging inputs to raise results, implementing flexible techniques for the collection and utilization of inputs, and tracking performance are the main ways that governments may contribute to higher educational standards, because to the current education acceleration and management practices, the available slots are often unfilled. There were five factors that must come together for learning to occur: the student's aptitude and motivation to learn, the topic being covered, a teacher with sufficient expertise in the area being covered, sufficient study time, and appropriate resources (Das et al., 2006).

Educational Institution

In Pakistan, the government sector and the private sector both work together in the subject of education. According to the National Education Policy of 2010, the private sector is crucial to the advancement of education in a nation. It aids in both the growth of the qualitative standards and their improvement. Even in the most developed nations, the private sector is responsible for a sizable portion of the costs associated with this vital social cause. The assistance of the private sector is very important in a nation like Pakistan where the population growth rate is just about 3% per year and only about 20% of the current youngsters are enrolled in secondary schools in order to share this enormous load. Government cannot create and maintain all the necessary schools by itself. Since the government cannot implement policy goals on its own, it is essential to seek the private sector's voluntary participation in the extension of education. The private sectors require assurance that any future educational institutions they construct won't be nationalized. Private businesses are likely to continue to be reluctant to invest in education further until they receive such a guarantee (Ahmad and Hussain, 2014).

The country also needs assurances that the private institutions will uphold high standards and supply the necessary physical infrastructure. The Punjab Private Education Institutions (Promotion and regulation) Ordinance No. 11 was passed in 1984 in accordance with the National Education Policy of 2010. Similar Ordinances were approved by the NWFP and Sindh governments. These Ordinances stipulate the prerequisites for registration, the creation of a managing body for each institution, and the registration of all private institutions with a Registration Authority. For any private institution to

implement a fee structure under these circumstances, official clearance was deemed necessary (Memon, 2007).

Quality of Education in Pakistan

For most students, secondary school is the last stop on their educational journey, and it also bridges the gap between elementary school and postsecondary education. The quality of higher education relies on the output of secondary education. Education is defined as "the process or act of transferring or obtaining specified expertise or abilities, such as for a profession," according to the Oxford Advanced Learner's Dictionary. Quality is defined as "character with respect to fineness, or grade of excellence." However, when these terms are combined Depending on how one person perceives something, it might signify various things to another. Also Quality education is defined by the Oxford Advanced Learner's Dictionary as providing students with the knowledge and skills that will aid in their psychological development and benefit them in the future, allowing them to use the skills they have acquired to support themselves even after graduation. However, the level of education supplied by institutions may vary depending on a number of factors, including the teaching method, the programs offered, and the quality. The success of higher education and its mission to train competent experts across disciplines depends on the standard of secondary education. This level of education must be revised so that it better equips young men and women for success in higher education and for meaningful and fruitful integration into everyday life (McAleese, 2014).

In Pakistan, the commercial sector and the government sector both contribute to secondary education. The private sector has a significant role in education development, according to the National Education Policy (2010). It contributes to growth in quality as well as growth in quality. Even in the most developed nations, a sizable portion of the funding for this vital social cause comes from the private sector. Pakistan's population is growing at a pace of roughly 3 percent each year, and only about 20 percent of the country's children are enrolled in secondary schools, so the help of the private sector is especially crucial. The government cannot construct and maintain enough schools to meet this demand (Hussain, 2014).

National Education Policy in Pakistan

The government of Pakistan in (2006) recognized the need for confidence that private institutions would uphold national standards of excellence and provide enough infrastructure. In 1984, Ordinance No. 11 was passed in Punjab to promote and regulate private educational institutions. This was done in response to the National Education Policy of 1979. Similar Ordinances were passed by the governments of NWFP and Sindh. All private institutions are required to register with a Registration Authority, and the conditions for registration are spelt out in these Ordinances. Under these circumstances, private institutions were expected to obtain government permission before implementing a new charge structure (Rahman, 2003).

These Provincial Ordinances have energized a second wave of community involvement in schools after they were passed. More than 30,000 private schools of all levels are reportedly in operation, serving a total of about 3 million pupils. The majority of these schools provide instruction at all levels, from kindergarten through graduate school, in English. There were both publicly funded and privately funded schools in Pakistan (Khan and Haseeb, 2017).

Education situation in Pakistan

In Pakistan, the quality and/or threshold for education is extremely low. For my Master of Philosophy in Sociology thesis, I decided it was important to investigate the standard of secondary school education in Pakistan, focusing on the gap between public and private institutions. With the prevailing belief that educational standards were falling, a comparison of publicly and privately operated schools against the Descriptive position became an urgent necessity. We will not be able to progress in the current period unless we enhance the quality of our educational system. Pakistan has signed numerous international commitments, including the Universal Declaration of Human Rights (1948), the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action (2000), the Recife Declaration of E-9 Countries (2000), and the Beijing Declaration of E-9 Countries on Information and Communications Technology and Education for All (EFA) (2001–2015). Pakistan, however, is still a long way from achieving universal primary education access and retention notwithstanding policy statements and target setting in several education policies and five-year plans (Ashraf and Ismat, 2016).

Cognitive Learning Theory (CLT)

Chidi and Okoye (2020) looks at the way people think. Mental processes are an important part in understanding how we learn. The cognitive theory understands that learners can be influenced by both internal and external elements. Plato and scartes are two of the first philosophers that focused on cognition and how we as human beings think. Many other researchers looked deeper into the idea of how we think, spurring more research. Jean Piaget is a highly important figure in the field of cognitive psychology, and his work focuses on environments and internal structures and how they impact learning. Cognitive theory has developed over time, breaking off into sub-theories that focus on unique elements of learning and understanding. At the most basic level, the cognitive theory suggests that internal thoughts and external forces are both an important part of the cognitive process. And as students understand how their thinking impacts their learning and behavior, they are able to have more control over it. Cognitive learning theory impacts students because their understanding of their thought process can help them learn. Teachers can give students opportunities to ask questions, to fail, and think out loud. These strategies can help students understand how their thought process works, and utilize this knowledge to construct better learning opportunities.

Research Methodology:

District Faisalabad comprises six Tehsils. 1. Chak Jhumra 2. Faisalabad City 3. Faisalabad Sadar 4. Jaranwala 5. Samundri 6. Tandlianwala. Study was delimited to Three Tehsil only, particularly.

The samples were selected at random, and their characteristics are detailed below. All the thirty (30) administrators of already sampled six (6) Higher secondary schools of public and private sector (the proportion of public sector schools and private sector schools, boys and girls schools was equal) included in sample. All one hundred and twenty students (40 students from each sampled Tehsil) were randomly selected in which proportion of male female students was fifty fifty. In such a way that from each sample tehsil. The proportion of the public and private and male and female students were equal. The researcher has begun individually delivering questionnaires at each of the sample schools starting of February 14, 2023. Data from the selected sample was collected over the course of around four months, and response rates were 100%.

Principals, teachers, and students were each treated as separate categories when data was taken into account analyzed, and interpreted using the ones that have been mentioned Tools.

The chi-square test for contingencies and the percentage were employed to examine the data. The following formula was used to use chi-square as a statistical contingency test

O_i = Observed frequency or experimental determined

E_i = Expected Frequency

Df = Degree of freedom = (C-1)(R-1)

$$\chi^2_{obs} = \sum \frac{(O-E)^2}{E}$$

Chi-square as contingency test was used to compare the frequencies of principals/teachers, teachers/students and principals/students. It was also used in comparisons of male and female principals, teachers and students responses.

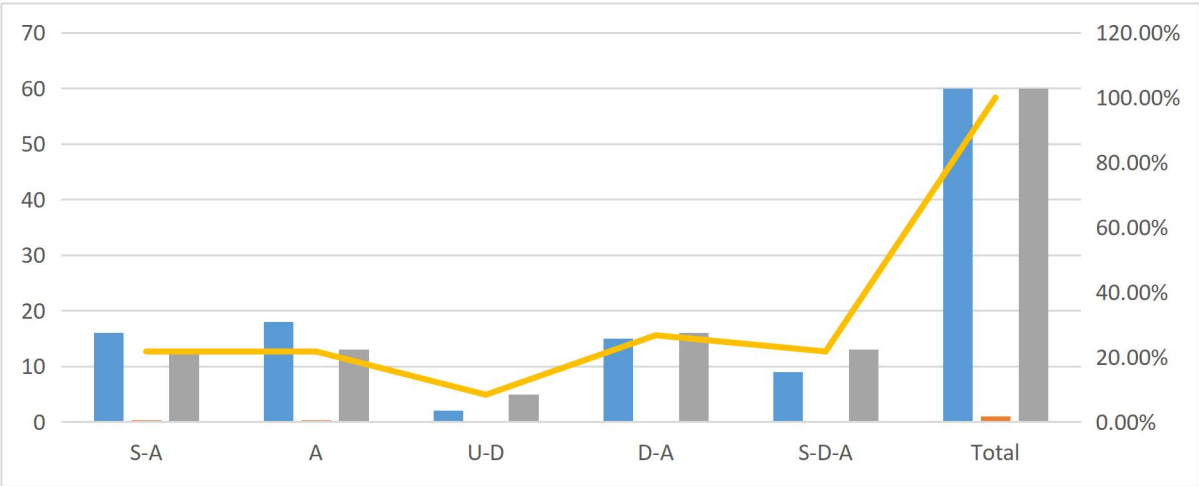
The value of the degree of freedom = df = (r-1) x (c-1).

Results and Discussion:

distribution of the respondents about Use of A.V aids by teachers

Category	Sector	Responses	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
Students	Public	Frequency	11	16	5	11	17	60
		Percentage	18.33%	26.67%	8.33%	18.33%	28.33%	100.00%
	Private	Frequency	18	12	5	9	16	60
		Percentage	30.00%	20.00%	8.33%	15.00%	26.67%	100.00%

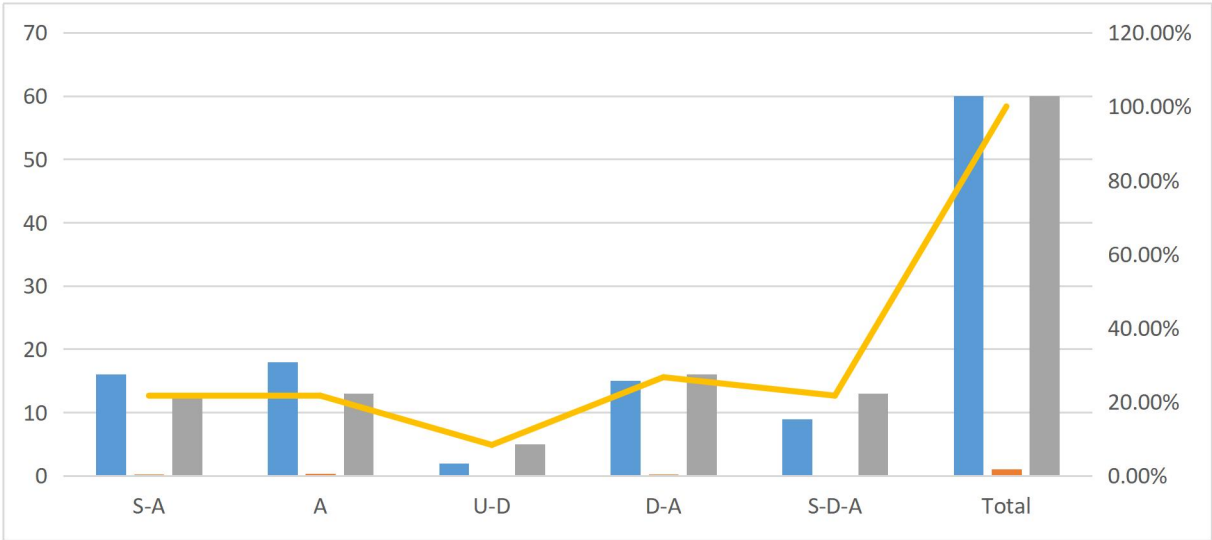
This Table shows the distribution of the respondents about Use of A.V aids by teachers. in public sector there were 18.33 percent respondents in Strongly Agree Category, 26.67 percent respondents in Agree, 8.33 percent respondents remain Undecided, 18.33 percent respondents were in disagree category and 28.33 percent respondents were in strongly disagree category on the other hand in private sector there were 30.00 percent respondents in Strongly Agree Category, 20.00 percent respondents in Agree, 8.33 percent respondents remain Undecided, 15.00 percent respondents were in disagree category and 26.67 percent respondents were in strongly disagree category so from this discussion The researcher conclude that the frequency and responses of Public & private institution's students towards the statement "Use of A.V aids by teachers" favors in Private School teachers in strongly Agree category (Rasul et al., 2011).



distribution of the respondents about Use of A.V aids by teachers
DISTRIBUTION of the respondents about fair Assessment Procedure

Categor y	Sector	Response s	Strongl y Agree	Agree	Undecide d	Disagre e	Strongl y disagree e	Total
Student s	Public	Frequenc y	10	18	5	16	11	60
		Percentag e	16.67%	30.00 %	8.33%	26.67%	18.33%	100.00 %
	Privat e	Frequenc y	18	16	5	11	10	60
		Percentag e	30.00%	26.67 %	8.33%	18.33%	16.67%	100.00 %

This table shows the distribution of the respondents about fair Assessment Procedure. in public sector there were16.67 percent respondents in Strongly Agree Category, 30.00 percent respondents in Agree, 8.33 percent respondents remain Undecided, 26.67 percent respondents were in disagree category and 18.33 percent respondents were in strongly disagree category on the other hand in private sector there were 30.00 percent respondents in Strongly Agree Category, 26.67 percent respondents in Agree, 8.33 percent respondents remain Undecided, 18.33 percent respondents were in disagree category and 16.67 percent respondents were in strongly disagree category so from this discussion The researcher conclude that the frequency and responses of Public & private institution’s students towards the statement “fair Assessment Procedure” favors in Private School teachers in Agree category (Sambell et al., 1997).

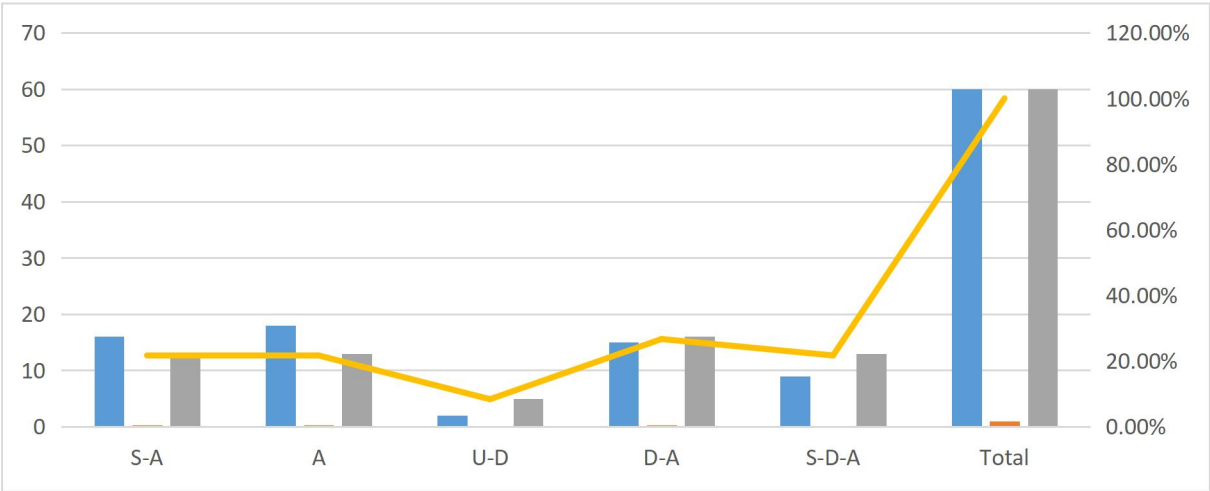


distribution of the respondents about fair Assessment Procedure

Distribution of the respondents about provision of quality of education

Categor y	Sector	Response s	Strongl y Agree	Agree	Undecide d	Disagre e	Strongl y disagre e	Total
Student s	Public	Frequenc y	21	19	5	8	7	60
		Percentag e	35.00%	31.67%	8.33%	13.33%	11.67%	100.00 %
	Privat e	Frequenc y	18	19	5	9	9	60
		Percentag e	30.00%	31.67%	8.33%	15.00%	15.00%	100.00 %

This table shows the distribution of the respondents about provision of quality of education. in public sector there were35.00 percent respondents in Strongly Agree Category, 31.67 percent respondents in Agree, 8.33 percent respondents remain Undecided, 13.33 percent respondents were in disagree category and 11.67 percent respondents were in strongly disagree category on the other hand in private sector there were 30.00 percent respondents in Strongly Agree Category, 31.67 percent respondents in Agree, 8.33 percent respondents remain Undecided, 15.00 percent respondents were in disagree category and 15.00 percent respondents were in strongly disagree category so from this discussion The researcher conclude that the frequency and responses of Public & private institution’s students towards the statement “provision of quality of education” favors in Public School teachers in strongly Agree category (Kapur, 2018).



distribution of the respondents about provision of quality of education

Association between facilities available at school and quality of education

Hypothesis: Higher the facilities at school, higher will be the quality of education

Facilities	Quality of education			Total
	High	Medium	Low	
Poor	5 14.2%	12 34.2%	18 51.4%	35 100.0%
Good	45 52.9%	24 28.3%	16 18.8%	85 100.0%
Excellent	70 58.4%	43 35.8%	7 5.8%	120 100.0%
Total	120 50.1%	79 32.9%	41 17.0%	240 100.0%

Chi-square = 30.12 d.f. = 4

P-value = 0.005*

Gamma (λ) = 0.486

P-value = 0.006*

Table 71 presents the relationship between school facilities and quality of education. Chi-square and Gamma value shows a significant and positive ($\chi^2 = 30.12$, $p = 0.005$), ($\lambda = 0.486$, $p = 0.006$) relation among the variables. It means there is a positive association between school facilities and quality of education. So, the hypothesis “Higher the availability of facilities at school, higher will be the quality of education” is accepted. In this regard, Iqbal (2016) argued that the facilities provided by a school had an impact on the students' growth, learning, engagement, and behavior. In the quality of education, facilities had a significant role in determining academic success. Demonstrated that availability and student accomplishment had a favorable association.

Summary of Results:

The results of the study highlight the perspectives of students from public and private sector schools regarding various aspects of education, including the use of audio-visual (A.V.) aids, fair assessment procedures, the provision of quality education, and the impact of school facilities on educational quality.

1. Use of A.V. Aids by Teachers:

- Public Sector: A significant proportion of students (28.33%) strongly disagreed with the use of A.V. aids by teachers, while only 18.33% strongly agreed. The majority (26.67%) agreed, suggesting a lack of sufficient use of A.V. aids in public schools.

- **Private Sector:** A higher percentage of students (30.00%) strongly agreed that teachers use A.V. aids effectively. This indicates a more positive perception of A.V. aid usage in private schools.
- 2. **Fair Assessment Procedure:**
 - **Public Sector:** 30.00% of students agreed that the assessment procedures were fair, but a considerable proportion (26.67%) disagreed.
 - **Private Sector:** 30.00% strongly agreed with the fairness of assessment procedures. The results show that students in private schools have a more favorable view of assessment practices compared to public school students.
- 3. **Provision of Quality Education:**
 - **Public Sector:** 35.00% of students strongly agreed that the quality of education was high, while 31.67% agreed. This suggests that students in public schools are more likely to perceive the quality of education favorably.
 - **Private Sector:** The responses from private school students were mixed, with 30.00% strongly agreeing and 31.67% agreeing with the quality of education. Public sector students had a slightly stronger positive view of education quality.
- 4. **Association Between School Facilities and Quality of Education:**
 - A significant positive relationship was found between the **facilities available at schools** and **quality of education**. The Chi-square test ($\chi^2 = 30.12$, $p = 0.005$) and Gamma value ($\lambda = 0.486$, $p = 0.006$) confirm this association, supporting the hypothesis that schools with better facilities tend to provide higher quality education.
 - **Good and Excellent Facilities:** Students in schools with good (52.9%) and excellent facilities (58.4%) had better perceptions of educational quality. In contrast, schools with poor facilities had a significant negative impact on educational quality, with 51.4% of students reporting lower quality education.

Conclusion:

The results suggest that private sector schools generally receive more positive responses in terms of teaching aids, assessment procedures, and the use of facilities, while public schools excel in providing a higher quality education. The study also confirms that better facilities are strongly associated with improved educational quality, supporting the idea that investing in school infrastructure leads to enhanced student outcomes.

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