

## Quality of Education in Public and Daanish Schools at Secondary Level

Sabir Hussain\*

### Abstract

Quality has been considered a major component of education. The said research paper was designed to compare the Quality of education between Daanish and Public High Schools. Furthermore, the Quality was checked by four factors; Quality of Administration, Infrastructure, Teaching Staff, and Quality of Curriculum. By nature, it was survey type research. The population of that quantitative study was all the male and female teachers of public high schools and Daanish schools & Center of Excellence in Division Dera Ghazi Khan. The study sample was 196 teachers from Daanish schools and 457 teachers from public high schools. Data were collected by a five-point Likert scale with 50 statements and analyzed through SPSS V23; a t-test was used to compare the Quality of education between Daanish and public schools. It was found that quality of education was better in Daanish schools than in Public High Schools; with this, Quality of administration was better in Daanish schools, Quality of infrastructure, Quality of teaching staff, and Quality of the curriculum better in Daanish schools. Danish schools should be taken as a modal to improve the Quality of education in public schools.

**Keywords:** Quality of Education in Public and Daanish schools, Quality of administration, Quality of infrastructure, Quality of teaching staff, Quality of curriculum

### INTRODUCTION

Nations changed their fortunes through education; education is a tool for brightening the future (Monteiro, 2019). High-quality education ensures high and rapid development. Unfortunately, education quality is not much better (Smith, 2017). It was investigated through researches that easy access to knowledge and learning increases the education quality (Popkova, 2015). In Pakistan, educational quality depends on secondary level education which provides pre-knowledge of science, arts, commerce, and technical courses, so it is called the nursery of education (Naz, 2019). There are many types of secondary schools serving the students, like public high schools, Punjab education foundation (PEF) schools, private schools, and Daanish schools. All these schools have particular rules. Education in Pakistan is almost free, but the poor and orphans were not getting the education; they needed only food for their livelihood. The government of Punjab introduced a unique program called Punjab Daanish schools & Centers of Excellence Authority, where the poor and orphans get education, food, books, and shelter. They are also called residential schools. But in Centers of Excellence, only governing authority changed. It is a big step taken on 7<sup>th</sup> October 2010 by Chief Minister Punjab Mian Muhammad Shahbaz Sharif (Rana, 2014). There are 14 Daanish schools (7) for boys and (7) for girls in Punjab. Total 100 poor and orphan students enrolled in each school, but 10 students enrolled on self-finance. With this, some public schools were handed over to Daanish authority schools. All Daanish schools are affiliated with the Board of Intermediate and Secondary Education Lahore for evaluation purposes, but the center of excellence affiliation has not changed. They are affiliated with their district evaluation boards. These schools are controlled by the District Coordination

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\* Ph.D. Scholar, Islamia University of Bahawalpur, Pakistan.  
Email: [sabirjanmarri@gmail.com](mailto:sabirjanmarri@gmail.com)

Officer of the said city where the school is running. Every school has a managing director who governs the schools. High qualified subject specialists' teachers appointed on high pay contract.

In education, the most important factor is the teacher. Quality education is based on professional teaching staff (Choy, 2019). Teachers should be qualified and well experienced. Teachers must be competent enough to use modern technology and be experts in research and development. A good teacher knows different teaching methods, styles, tactics, and teaching strategies (Race, 2019). The quality of a good teacher is that they bring the entire world to the classroom. Good teacher produces educational behavior through which the students learn best. Good teachers use different teaching tactics to achieve learning goals (Babu, 2019). It is said that "Sound mind existed in a sound body," so the teacher should keep students' good health and be aware of sports and physical education (Lund & Kirk, 2019). The teacher should be a good instructor and strategic planner (Morrison, Ross, Morrison, & Kalman, 2019). Teachers should be facilitated highly and honored with high salaries (Bush, Glover, & Romero, 2019).

The second important factor in a child's success is the Quality of the curriculum. Quality of education is based on the Quality of the curriculum. The Curriculum modal should be national-based (Steinemann, 2019) and well designed with national objectives. The curriculum contained sociological, economic, philosophical, and psychological foundations (Wilczynski, 2019). According to Tyler's model (1949), a good curriculum has four main components, i.e., clear aims and objectives, contents, teaching methods, and standardized evaluation (VanTassel-Baska, 2019). The sound mind is found in the sound body, so co-curricular activities are also important and play a vital part in the Quality of the curriculum. A strong curriculum depends on creative thinking and explains the buildup of knowledge on the previous knowledge (Prideaux, 2003). A good curriculum is flexible and not rigid. The curriculum should be integrated. Infected good curriculum replicates individual needs and social goals. Hilda Taba (1967) modified Tyler's model (1949) and stated that a good curriculum is the product of many minds and experiences, teaching strategies, all components interact with each other. A good curriculum includes the services of guidance, counseling laboratories, and libraries (American Library Association, 2019).

School infrastructure plays a vital role in the Quality of education. A good boundary wall, well-playing ground, school garden, wild site, and good canteens for food are the essential parts of school infrastructure (Fischer & Brinkmeyer, 2019). The proper building, sufficient space in the classroom, proper ventilation, air fans, proper lightning, whitewash, peace and calm, safety, washrooms, flowers all play an important role in education quality (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019). Pure drinking water and clean toilets are the necessities of the school (Michels, 2019). Classrooms should be well furnished; recycled materials like carpet composites and other things that may produce noise should not use in the school (Mishra & Vaidyanathan, 2019). School climate, physical environment, instructional facilities, equipment, teaching-learning materials, tables, figures, images, charts, and proper building maintenance can play an important role in the Quality of education (Shmis, Ustinova, & Chugunov, 2019).

School administrators are the responsible school cultures they can nourish and influence all students' academic and social positions (Brooks & Brooks, 2019). A school administrator is

the one who resolves different types of conflicts between teachers and the community and communicates well because good communication is the heart of administration (Jamail, & Don, 2019). There are different leadership styles like autocratic, democratic, laisses fair, and much more. Still, a good administrator chooses the best style according to the situation and nature (Isnaini, 2019). School principals provide tactical direction in the school system. The school headmaster develops a standardized curriculum, implements policies, communicates information with high authorities, better uses the budget and monitors student achievement (Amrullah, & Ardiansyah, 2019). It is the responsibility of the school principal that to formulate the mission and goals, fulfill the goals, develop the school strategic plan (Sobri, 2019).

### **OBJECTIVE OF THE STUDY**

Objectives of the study are stated as under:

1. To compare the Quality of education between public high schools and Daanish schools.
2. To compare the Quality of administration between public high schools and Daanish schools.
3. To compare the Quality of infrastructure between public high schools and Daanish schools.
4. To compare the Quality of teaching staff between public high schools and Daanish schools.
5. To compare the Quality of curriculum between public high schools and Daanish schools.

### **HYPOTHESES OF THE STUDY**

The said study was designed to test the following hypotheses:

- H<sub>01</sub> There is no significant difference between the Quality of education in public high schools and Daanish schools.
- H<sub>02</sub> There is no significant difference between the Quality of administration in public high schools and Daanish schools.
- H<sub>03</sub> There is no significant difference between the Quality of infrastructures in public high schools and Daanish schools.
- H<sub>04</sub> There is no significant difference between the Quality of teaching staff in public high schools and Daanish schools.
- H<sub>05</sub> There is no significant difference between the Quality of curriculum in public high schools and Daanish schools.

### **METHODOLOGY**

The said work was quantitative in nature and survey-based.

### **POPULATION**

The total population of the said research work was all the male and female teachers of Daanish schools and Center of Excellence and public high schools of Dera Ghazi Khan division. There were a total (415) male and female teachers in Daanish schools and the center of

excellence. With this, all public high schools were selected as a population with (4709) male and female teachers. In this way, the total population became (5124) teachers.

### SAMPLE

The sample was drawn through simple random sampling considering the sample table. The sample was taken separately: (196) male and female teachers were selected equally from Daanish schools and centers of excellence. With this (457), male and female teachers were randomly selected from public high schools with equal proportionate division Dera Ghazi Khan (Krejcie and Morgan, 1970).

### DATA COLLECTION AND ANALYSIS

For data analyses (Statistical Package for Social Sciences), version 23 was selected. Data were collected with the help of a 5-point response Likert scale, which contained 50 statements. Statements were distributed in four factors according to hypotheses: quality of management, Quality of infrastructures, Quality of teaching staff, and Quality of the curriculum. The t-test, mean value, and standard deviation were applied to the results.

### RESULTS OF THE RESEARCH PAPER

#### Table no. 1

**H<sub>0</sub> 1** *Comparison of Quality of Education Between Daanish and Public Schools*

School Type	n	Mean	Std. Deviation
Danish	196	4.13	0.47
Public	457	3.34	0.34
Table value for t-distribution at 0.05 confidence level			= 1.96
Resulting value of t-test at 0.05 confidence level			= 24.12

#### Table no. 2

**H<sub>0</sub> 2** *Comparison of Quality of administration Between Daanish and Public Schools*

School Type	n	Mean	Std. Deviation
Danish	196	4.00	0.67
Public	457	3.01	0.47
Table value for t-distribution at 0.05 confidence level			= 1.96
Resulting value of t-test at 0.05 confidence level			= 21.62

Table no. 1 shows that the resulting value of the t-test (24.12) is greater than the table value (1.96), so our research hypothesis “there is no significant difference existed between the quality of education in public high schools and Daanish schools” is rejected. However, the mean score of Daanish schools was high, which means Daanish schools were going better in Quality of education.

Table no. 2 shows that the resulting value of the t-test (21.62) is greater than the table value (1.96), so our research hypothesis “there is no significant difference existed between the quality of administration in public high schools and Daanish schools” is rejected. However, the mean score of Daanish schools was high, which means Daanish schools were going better

in Quality of administration.

**Table no. 3**

**H<sub>0</sub>3 Comparison of Quality of Infrastructure Between Daanish and Public Schools**

School Type	n	Mean	Std. Deviation
Danish	196	4.13	0.27
Public	457	3.47	0.43
Table value for t-distribution at 0.05 confidence level			= 1.96
Resulting value of t-test at 0.05 confidence level			= 19.71

Table no. 3 shows that the resulting value of the t-test (19.71) is greater than the table value (1.96), so our research hypothesis “there is no significant difference existed between the quality of infrastructure in public high schools and Daanish schools” is rejected. However, the mean score of Daanish schools was high, which means Daanish schools were going better in Quality of infrastructure.

**Table no. 4**

**H<sub>0</sub>4 Comparison of Quality of Teaching Staff Between Daanish and Public Schools**

School Type	n	Mean	Std. Deviation
Danish	196	4.33	0.44
Public	457	3.80	0.27
Table value for t-distribution at 0.05 confidence level			= 1.96
Resulting value of t-test at 0.05 confidence level			= 18.08

Table no. 4 shows that the resulting value of the t-test (18.08) is greater than the table value (1.96), so our research hypothesis “there is no significant difference existed between the quality of teaching staff in public high schools and Daanish schools” is rejected. However, the mean score of Daanish schools was high, which means Daanish schools was going better in Quality of infrastructure

**Table no. 5**

**H<sub>0</sub>5 Comparison of Quality of Curriculum Between Daanish and Public Schools**

School Type	n	Mean	Std. Deviation
Danish	196	4.15	0.55
Public	457	3.26	0.56
Table value for t-distribution at 0.05 confidence level			= 1.96
Resulting value of t-test at 0.05 confidence level			= 18.53

Table no. 5 shows that the resulting value of the t-test (18.53) is greater than the table value (1.96), so our research hypothesis “there is no significant difference existed between the quality of curriculum in public high schools and Daanish schools” is rejected. However, the mean score of Daanish schools was high, which means Daanish schools were going better in Quality of infrastructure.

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## CONCLUSIONS

From data scrutiny following conclusions were drawn.

- 1) It was concluded that the overall quality of education was better in Daanish schools than public schools in D. G. Khan Division.
- 2) Results showed that the Quality of administration was better in Daanish schools than public schools in D. G. Khan Division.
- 3) Daanish schools perform better in infrastructure than public schools in D. G. Khan Division.
- 4) It was found that the Quality of teaching staff was better in Daanish schools than public schools in D. G. Khan Division.
- 5) It was observed that the Quality of curriculum was better in Daanish schools than public schools in D. G. Khan Division.

## DISCUSSION

Results and facts explored in this research paper have great importance because scholars believe that the study's findings would add an important facet to the existing body of knowledge in the field. Explorations regarding different hypotheses are discussed below.

### Hypothesis 1.

There was a significant difference that existed in the Quality of education. It was explored by the mean score that Daanish schools were performing better in Quality of education instead of public high school (Table no. 1). This top finding was also explored by scholars (Channa, 2017; Chlebounová, 2019; Kanwal & Ajmal, 2019; Shallwani, 2019; Xuepei, 2019; Yahia, 2019). The finding is contradicted with the finding of Jabbar (2019). According to scholars Khan & Ali (2005) that the Quality of education in Pakistan is very poor; they stated in their research paper entitled “Flaws in Pakistan’s educational system” that Pakistani education the curriculum is outdated, administration and supervision is weak and not measurable, enrolment rate is very low, examination system is very poor, the dropout rate is high, education is aimless, inadequate facilities and there existed political interference.

### Hypothesis 2.

A significant difference existed in the Quality of administration between public and Danish schools. It was explored by the mean score that Daanish schools were performing better in Quality of management instead of public high schools (Table no. 2). This is a very winning finding because the research of Tsang & Liu (2016) also explored the same results. They stated that the government is not stable, political instability exists, policies fluctuated daily, and centralized decentralization in education leads to politicization. The same signals were also found in the study of Wagner & Kuhlee (2015). It was found by researchers Tsang & Liu (2016) that in the government sector, demoralization of heads is common; in this way, the Quality of administration in government sector schools is observed very poorly. Nuchodom & Fongsuwan (2015) also stated that political and bureaucratic obstacles badly influence effective school governance. By the words of scholars Mangad & Nath (2015), admiration is very good in public schools, but principals face many difficulties; they administer and teach at the same time.

### **Hypothesis 3.**

There was a significant difference that existed in the Quality of infrastructure. It was explored by the mean score that Daanish schools were better in Quality of infrastructure instead of public high schools (Table no. 3). One big point explored in this study is that the Quality of infrastructure is very poor in public schools. The exploration of other research also strengthens my finding. Researchers conducted previous research (Khosro, 2019; Lahon, 2015; Mujahid & Noman, 201; Naveen, 2016; Siddique, 2019; Xuepei, 2019) showed poor infrastructure in public schools of Pakistan.

### **Hypothesis 4.**

There was a significant difference existed between the Quality of teaching staff. It was explored by the mean score that Daanish schools were better in Quality of teaching staff instead of public high school (Table no. 4). The finding is the same with scholars' research findings (Ahmad & Islam, 2019; Chlebounová, 2019; Kanwal & Ajmal, 2019; Yahia & Essid, 2019). Other scholars Khan & Ali (2005), also explore the same results with their data analyses in the research paper entitled "Flaws in Pakistan's educational system." They further stated that in government schools, the Quality of the curriculum is much low and not updated; government schools are using only a verbal curriculum which does not meet the modern technical curriculum.

### **Hypothesis 5.**

There was a significant difference that existed in the Quality of the curriculum. It was explored by the mean score that Daanish schools were better in Quality of curriculum instead of public high school (Hypothesis no. 5: Table no. 5). Another study by Rehman (2019) was also explored the said result. Some scholars (Kanwal & Ajmal, 2019; Sabil Farooq, 2017; Shallwani, 2019, Pirzado, 2019) also explored the same results and supported my findings. The present finding was also explored by scholars Ahmad & ul Islam (2019) in their research paper entitled "Relationship between Class Size and Academic Achievement" that there are many students in one classroom in government schools. There is an irregular teacher-student ratio, and the classroom atmosphere is very poor, so this type of curriculum does not support the Quality of education.

## **RECOMMENDATIONS**

1. Public high schools should be interested in better administration and make sure the school's minister applies for law and orders.
2. The government should take an interest in the better infrastructure of public high schools.
3. The government should fulfill the needs of public-school teachers, conduct the training, and give the facilities according to the Daanish school's authority.
4. Public high school teachers should improve the Quality of the curriculum. Principals also make sure the curriculum is quality.
5. Danish schools should be taken as a modal to improve the Quality of education in public schools.

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