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Role of Public Universities in Imparting Quality Education in Pakistan: Issues and Challenges

Abstract

The This study started with discussion on role of Public Universities Imparting in Quality Education Issues and Challenges, developing in understanding of the area of investigation with an objective to understand the influence of curriculum development and teaching practices in the determination of deliverance of quality education among public sector universities in Karachi city. In this study quantitative research approach was adopted to empirically investigate the role of university-level curriculum, its development, and teacher's training in the determination of deliverance of quality education. The sample size of 383 was selected for current investigation. In this regards questionnaire was used as data collection instrument following survey technique. This study also applied with graphical analysis, correlation analysis, descriptive statistics, and regression model-based analysis. This study revealed with findings that there are gaps within educational practices at university level in term of curriculum development along with teaching practices to input with positive results in development of public sector universities.

Keywords: M

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Introduction

This study started with a discussion on the background of the study by developing an understanding on the role of universities in the determination of the Quality of Education in Pakistan with in current status. The Higher Education played a vital role in making the country prosperous and flourishing. Higher Education opened the way to renew the power of sponsorship, support, legalization, customization and work done by the various institutions undertaking (Ameen, 2007; Qureshi, 2012) The testing of our public and Privation Universities was done 5 year ago, it was investigated that our institutions have little focus on research.These issues including issues related to industrial growth global economic distribution educational progress education industry linkages and quality of education and more found relevant in the determination of the quality of education (Ali, Khan, Qadeer, & Shahzad, 2011; Ameen, 2007; Babones, 2016; Butt & Rehman, 2010; Coffman, 1997).The quality of education observed highly depended on different aspects of education. The main focus areas of this learning material is finding management quality of teaching(Arif & Ilyas, 2013), facial resources(Karrasch, 2018), teaching method(Fakhra & Mahar, 2014), technical support, curriculum and indirect infra-structure(Abbasi, Malik, Chaudhry, & Imdadullah, 2011; Ahmed & Ali, 2016; Dahar, Faize, & Niwaz, 2010).It used to develop the problem statement of the current investigation with a description of its rational. It then followed with description to the purpose of the current investigation along with an explanation of its practical implications.

METHODS

This research investigation has been adopted with respect to following details:

POPUATION

The compositions of population based on selected public universities as follow:

- University of Karachi
- Federal Urdu University of Arts, Sciences and Technology
- NED University of Technology and Engineering
- Dow University of Health and Sciences
- Sindh Madrasah ul Islam University
- Benazir Bhutto Shaheed University
- Sindh Medical University

SAMPLE

The compositions of responses from students of different public universities were as follow:

- University of Karachi = 76 responses
- Federal Urdu University of Arts, Sciences and Technology = 60 responses
- NED University of Technology and Engineering = 20 responses
- Dow University of Health and Sciences = 13 responses
- Sindh Madrasah ul Islam University = 38 responses
- Benazir Bhutto Shaheed University = 39 responses
- Sindh Medical University = 4 responses.

RESEARCH TOOL

This study was adopted with use of questionnaire as data collection tool with adaptation of survey technique to

collect responses from respondents. In this context, specifically questionnaire was designed to collect responses and students of public sector universities were approached to collect response through social media, personal references, neighborhood and use of e-mail connection. Questionnaire was based on Liker scale to get varying level of response to make this study more reflective of targeted audience along with their active role in this investigation.

DISCUSSION / REVIEW

After observing responses collected around 250 which was around 84 percentage of sample size designed for response collection out of project 300 from 7 public universities of Karachi. Questionnaire was shared with a close friend, relatives and social contacts to share it onward with their social circle to get with the desired number of responses in addition circulate through email and whatsApp was use to get Questionnaire reply from student and university to collect the required number of responses. It was a challenging assignment but successfully got with around 250 responses out of 300 in addition it was also found reliability on scale i.e. Cronbach's Alpha to further with technics and explain the phenomena under investigation. Among 250 responses, 76 responses were collected from students of the University of Karachi i.e. 30 percent of total responses, 60 responses were collected from students of the Federal Urdu University of Arts, Science and Technology i.e. 24 percent of total responses, 20 responses were collected from students of NED Universityof Technology and Engineering, 13 responses were collected

from students of DOW University of Health and Sciences i.e. 8 percent of total responses,

UNIVERSITIES AND COLLECTED RESPONSES

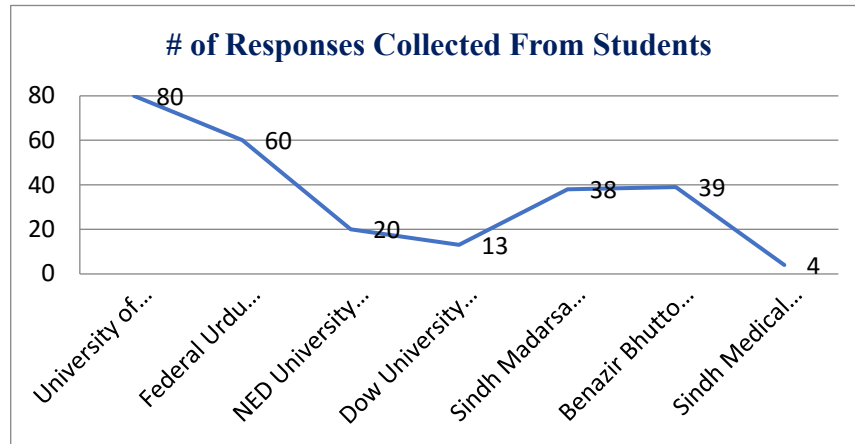**# of Responses Collected From Students**

Figure 1.1: Number of Responses Collected From Students of Different Universities

38 responses were collected from students of Sindh Madrasah ul Islam University i.e. 15 percent of total responses,

Figure 1. Number of Responses Collected From Students of Different Universities

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total responses and 4 responses were collected from students of Sindh Medical University i.e. 4 percent of total responses. The summary of response collection from different universities was given above.
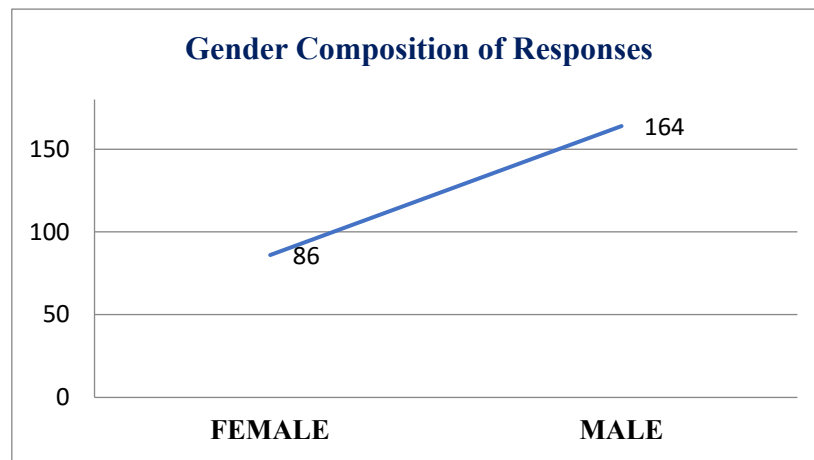
GENDER COMPOSITION OF COLLECTED RESPONSES

Figure 2. Gender Composition of Responses of the Study

It was evident from the graph, as mentioned above, that out of 250 responses, 34 percent i.e. 86 responses were collected from female students while 66 percent i.e. 164 responses were collected from male student hence showed a significant level of presentation of a female within the study and also reveal comprehensiveness of the study in term of gender equality. In addition, this also revealed a significant level of presentation of female students at the university level with education opportunities to them. Furthermore, this also revealed cultural changes with positive inputs in

ensuring effective females as input in the human capital of the country.

EDUCATIONAL EXPERIRENCE AT UNIVERSITY OF COLLECTED RESPONSES
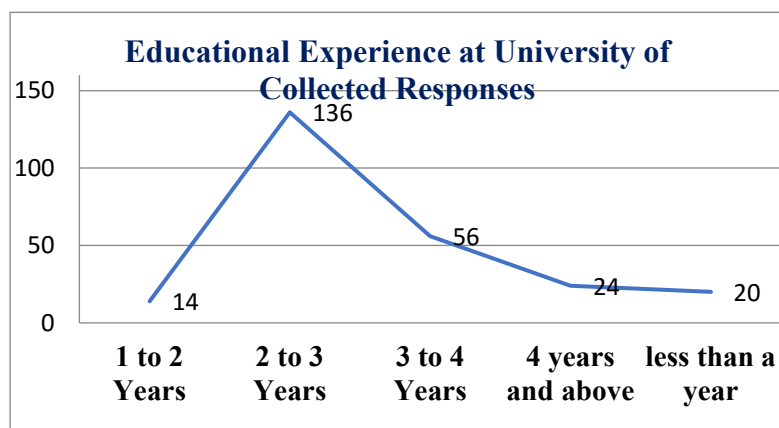

Figure 3. Educational Experience at University Composition of Responses of the Study

a significant proportion of students with education experience at university of 2 to 3 years that was good to input in this investigation to better understand the curriculum development process and teaching quality. Furthermore, the study was also found with response input from students with different levels of educational experiences at university from less than a year to above 4 years. The summary of responses was summarized as 14 responses were collected from students having educational experience of 1 to 2 years in university, 136 responses were collected from students having experience of 2 to 3 years, 56 responses were collected from studentshaving experience of 3 to 4 years, 24 responses were collected from students having experience of 4 years or above and 20 responses were

collected from respondents having experience of less than a year. This was observed with better input from respondents to understand educational experience in terms of curriculum and teaching experiences observed.

RELIABILITY TEST

Table 1. Reliability Test Cronbach's Alpha

Reliability Statistics		
Description	Cronbach's Alpha	No. of Items
Section A: Curriculum Development	0.721	10
Section B: Teaching Quality Items	0.781	10
Section C: Deliverance of Quality Education	0.694	10
Overall Questionnaire	0.83	30

It was evident from reliability test Cronbach's Alpha that all sections of the questionnaire with a collection of 250 responses found with sufficient value of test i.e. above 0.6 hence reliable to proceed with the investigation with the application of other statistical techniques to understand its implications. The value of tests for section A on curriculum development, section B on teaching quality items, and section C on the deliverance of quality education was 0.721, 0.781, and 0.694 respectively. Furthermore, the value of the test for the overall questionnaire was found 0.83 which was also according to reliability requirement. The overall questionnaire was not only fulfilled the test requirement but also observed with significant value of the test for each section and overall questionnaire to conduct the study with sufficient and well-observed level of reliability with a collection of quality responses to perform the investigation

hence the data was used to perform with correlation and regression analysis.

CORRELATION ANALYSIS OF STUDY

Table 2. Correlation Analysis

Correlations		Curriculum Development	Teaching Quality Items	Deliverance of Quality Education
Curriculum Development	Pearson Correlation	1	0.126*	0.436**
	Sig. (2-tailed)		0.047	0.000
	N	250	250	250
Teaching Quality Items	Pearson Correlation	0.126*	1	0.394**
	Sig. (2-tailed)	0.047		0.000
	N	250	250	250
Deliverance of Quality Education	Pearson Correlation	0.436**	0.394**	1
	Sig. (2-tailed)	0.000	0.000	
	N	250	250	250
*. The correlation was significant at the 0.05 level (2-tailed).				
**. The correlation was significant at the 0.01 level (2-tailed).				

It was observed from correlations analysis that for different sections there was a significant level of the association from Pearson correlation table, as mentioned above. The table revealed that at a 5 percent level of significance there was a significant correlation between curriculum development and teaching quality with a significance value of 0.047 and the value of Pearson correlation was 0.126 that was weak. It was also evident from investigation that at a 5 percent level of significance there was a significant correlation between curriculum development and deliverance of quality education with a significance value of 0.000 and the value of Pearson correlation was 0.436 which was moderate. Similarly, it was also evident from investigation that at a 5 percent level of significance there was a significant correlation between teaching quality and deliverance of quality education with a significance value of 0.000 and the value of Pearson correlation was 0.394 which was almost moderate. This overall revealed that there was a significant level of association among variables selected for investigation hence found with valuable input in the investigation process.

CROSS TABLE ANALYSIS OF REPONSES

Table 3. Section A: Curriculum Development Questions

Section A: Curriculum Development Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses were found effective, updated, and as per the study plan.	Responses	23	44	52	90	41	250
	Percentage	9%	18%	21%	36%	16%	100%
Courses were found constructive in developing	Responses	21	46	42	101	40	250

abilities to meet market requirements.	Percentage	8%	18%	17%	40%	16%	100%
Courses were equipped with the latest techniques and tools to improve work abilities to easily get fit in professional life.	Responses	22	43	48	97	40	250
	Percentage	9%	17%	19%	39%	16%	100%
Courses were developed in a manner to improve confidence and independent learning abilities.	Responses	20	38	60	82	50	250
	Percentage	8%	15%	24%	33%	20%	100%
Courses were found helpful in developing communication, discussion, and writing abilities in subject areas.	Responses	21	43	55	94	37	250
	Percentage	8%	17%	22%	38%	15%	100%
Courses were found helpful in developing better experience and understanding of an area of investigation.	Responses	11	21	41	105	72	250
	Percentage	4%	8%	16%	42%	29%	100%
Courses were also equipped with online interactions, discussions, and assignments to improve the decision-making process.	Responses	9	19	37	114	70	249
	Percentage	4%	8%	15%	46%	28%	100%
Courses were also found equipped with interactive elements to work in groups and develop group working attitudes.	Responses	10	17	43	108	72	250
	Percentage	4%	7%	17%	43%	29%	100%
Courses were found interactively designed with ease of understanding without language barriers.	Responses	11	24	48	96	71	250
	Percentage	4%	10%	19%	38%	28%	100%
Student responses were considered positively in improving course structure.	Responses	15	21	34	113	67	250
	Percentage	6%	8%	14%	45%	27%	100%

ASSESSTMENT OF CURRICULUM DEVELOPMENT

Curriculum development was observed with a 52 percent level of satisfaction in terms of the agreement and strong agreement toward its effectiveness and up-gradation while only 21 percent found with dissatisfaction and 27 percent observed with neutral comments. Constructive course development abilities and professional skills observed with 56 percent level of satisfaction in terms of the

agreement and strong agreement while only 26 percent found with dissatisfaction and 17 percent have observed neutral comments. Courses with the latest techniques and tools for better work abilities and professionalism among students observed with 56 percent level of satisfaction in terms of the agreement and strongagreement within curriculum structure while only 19 percent found with dissatisfaction and 26 percent have observed with neutral comments.

Courses with improvement in confidence level and student's learning abilities observed with 53 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 24 percent found with dissatisfaction and 23 percent observed with neutral comments. Courses with improved communication, discussion, and writing skills on students in a constructive manner observed with 53 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 22 percent found with dissatisfaction and 25 percent observed with neutral comments. Courses with input in developing experiences of students with the development of understanding among students toward the area of studies observed with 71 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 16 percent found with dissatisfaction and 12 percent observed with neutral comments.

Courses with input in terms of online interaction, discussion, and assignment observed with 74 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 15

percent found with dissatisfaction and 12 percent observed with neutral comments. Courses with input in promoting group work attitude observed with 72 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 17 percent found with dissatisfaction and 11 percent observed with neutral comments. Courses with instructiveness without language barriers observed with 66 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 19 percent found with dissatisfaction and 14 percent observed with neutral comments. Courses with consideration of student feedback observed with 72 percent level of satisfaction in terms of the agreement and strong agreement within curriculum structure while only 14 percent found with dissatisfaction and 14 percent observed with neutral comments.

CROSS TABLE ANALYSIS OF TEACHING QUALITIES QUESTION RESPONSES

Table 4. Section B: Teaching Qualities Questions

Section B: Teaching Qualities Questions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Teachers were well qualified and have good experience of their subject areas.	Responses	40	48	15	83	64	250
	Percentages	16%	19%	6%	33%	26%	100%
Teachers have good research and analytical skills to input with innovative ideas during the study.	Responses	31	52	19	80	67	250
	Percentages	12%	21%	8%	32%	27%	100%

Teaching practices were not found with political and social influences at the university level.	Responses	36	49	16	81	68	250
	Percentages	14%	20%	6%	32%	27%	100%
There was an effective teacher management policy.	Responses	36	45	22	67	80	250
	Percentages	14%	18%	9%	27%	32%	100%
There was an active study quality management practice at the university level.	Responses	23	55	36	79	57	250
	Percentages	9%	22%	14%	32%	23%	100%
Teachers have good teaching abilities in addition to command on their area of study.	Responses	30	39	35	80	66	250
	Percentages	12%	16%	14%	32%	26%	100%
Teachers were updated with the area of teaching.	Responses	23	43	26	99	59	250
	Percentages	9%	17%	10%	40%	24%	100%
Teachers have found the capacity to engage the class and welcome questioning.	Responses	15	48	29	95	63	250
	Percentages	6%	19%	12%	38%	25%	100%
Teachers have found the ability to develop a student's interests and input with motivation.	Responses	22	36	50	88	54	250
	Percentages	9%	14%	20%	35%	22%	100%
Teachers were found with the ability to develop intellectual skill and thinking processes.	Responses	21	49	25	91	64	250
	Percentages	8%	20%	10%	36%	26%	100%

TEACHING QUALITIES QUESTION RESPONSES

It was clearly reflect from table, as mentioned above, that there was around agreement or strong agreement i.e. around 59 percent on qualification of teachers at university level with its input in determination of their experience on subject area while the level of dissatisfaction was observed around 35 percent hence revealed significant space of

improvement with only 6 percent of neutral responses. This showed that teachers had although good command on their subject area but space of improvement always found hence required to input with research and investigation along with necessary training inputs. Teachers with good research and analytical skills with its implication on input of innovative ideas at time of teaching found agreed or strongly agreed around 59 percent while level of dissatisfaction observed around 33 percent hence it was shown with good level but also with necessary input as it was an ongoing process. Similarly, question on political and social interference on teaching practices in universities foundwith no influence around 59 percent while presence was observed around 34 percent with only 6 percent level of neutral response. This showed that although majority of respondents were in favor of pleasant educational environment but still found with evidence hence required with necessary policy input to reduce the impact of social and political factors in disturbing overall educational culture of universities. Similarly, teacher management practices found satisfied around 59 percent with level of disagreement around 32 percent. this showed with a confidence on teacher management practices but required with necessary improvement as in term of quality education without any special favor to any teacher at cost of students. Quality management practice of university faculty was found with level fo satisfaction among students around 55 percent with area of improvement around 31 percent and inconsistence behavior around 14 percent. This revealed that universities in response of competition and other options for student adopted with up-graded practice to bring up with positive outcomes on student's study plan along with its

positive implications. The level of command of teachers on their work area with abilities to deliver it, was found with level of agreement around 58 percent among respondents. In contrast, those was found with level of disagreement around 28 percent and 14 percent of inconsistent response. It revealed that teachers have to develop their abilities as it was observed as a continuous process through knowledge acquisition of their area of study. The level of update of teachers to their area of expertise found sufficient i.e. around 64 percent with level of dissatisfaction of 26 percent. This revealed that there was still space of improvement for teachers to enhance the quality of education deliverance to students. The engaging power of teacher of their students within class found 63 percent with its suitability at university level. In addition, it was also reflected with potential space of improvement as observed in the form of dissatisfaction of 25 percent and neutral response of 12 percent. The ability of teacher to uplift student's interest and motivate them found only 57 percent among students while dissatisfaction observed around 23 percent along with neutral response of 20 percent. At last, role of teacher to develop intelledutal skill and thinking process have found with positive input from students around 62 percent while level of dissatisfaction of 28 percent along with neutral responses of 10 percent.

REGRESSION ANALYSIS

It was evident from the ANOVA table, as mentioned below that the constructed overall model was got accepted at a 5 percent level of significance with a significance value of 0.000. Furthermore, the value of F-square was also greater than 5 i.e. 54.7 hence also supported the acceptance of the

overall model; therefore, this collective information was used to accept the model and used for further interpretation.

Table 5. Regression Model – ANOVA Table

ANOVA [a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	32.765	2	16.383	54.704	0.000[b]
Residual	73.971	247	0.299		
Total	106.736	249			
a. Dependent Variable: Deliverance of Quality Education					
b. Predictors: (Constant), Teaching Quality Items, Curriculum Development					

MODEL SUMMARY

Similarly, the model summary table, as mentioned below, clearly revealed that selective variable curriculum development and teaching quality found with capacity in the determination of teaching quality around 30.7 percent collectively hence found valuable in the determination of existing relationship and interpretation.

Table 6. Regression Model – ANOVA Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.554[a]	0.307	0.301	0.547
a. Predictors: (Constant), Teaching Quality Items, Curriculum Development				

In addition, the coefficient matrix table as found with an explanation of individually selected variables i.e. curriculum development and teaching quality elements. The

table revealed that both coefficient values were significant at a 5 percent level of significance with a significance value of 0.000 respectively. The value of the coefficient for both variables found positive and observed for curriculum development and teaching quality items around 0.383 and 0.272 respectively. This showed that curriculum development and teaching quality both determine deliverance of quality education among public sector universities of Karachi city positively. Furthermore, the impact of curriculum development found relatively higher than teaching quality items hence it was found essential to universities to work on curriculum development with positive input along with teaching quality improvement to bring up with better deliverance of quality education.

Table 7. Regression Model – ANOVA Table

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.239	0.228		5.440	0.000
	Curriculum Development	0.383	0.052	0.392	7.345	0.000
	Teaching Quality Items	0.272	0.042	0.345	6.466	0.000
a. Dependent Variable: Deliverance of Quality Education						

CONCLUSION

This study revealed in a constructive manner to understand the implication of teaching practices and input

of curriculum to explore its implication on education quality along with its deliverance at university level. It has found through this investigation that there is a significant role of universities in determination of quality of education in a country and it was found that in case of Pakistan with limited number of public sector universities and current per captain income of household sector. This has found very necessary to input with quality education through public sector universities. This study revealed with findings that there gaps within educational practices at university level in term of curriculum development along with teaching practices to input with positive results in development of public sector universities. It was found in the form of serious concerns among students regarding structure of present curriculum with necessary inputs in its up gradation along with consideration of inputs. Furthermore, teaching practices also found with necessary gaps in term of teaching method specific trainings to upgrade level of teaching of teachers.

Teaching practices were observed with traditional practices with lack of latest technology and input to bring up with quality outcomes. Furthermore, it has also found with significant gap between young and experienced teachers to input with quality teaching practices. Furthermore, periodic meeting to uplift teaching practices and review on curriculum was also observed as significant area of improvement. It has also found through this investigation that there is a significant role of the curriculum development process and teacher's training in the determination of deliverance of quality education among public sector universities in Karachi city. This study has revealed the

positive role of both factors in the determination of quality education deliverance. The curriculum has found a relatively more significant role in the determination of deliverance of quality education as compared to teaching quality.Similarly, students with different education background found with different challenges hence required with input of comprehensive plan to address such issue in constructive manner while in this investigation it was a area with necessary improvement. In addition, as this study was only based on public sector universities hence reflected with only one side of educational practices in Karachi city that has to be input with comparative assessment of universities with inclusion of private sector universities with come up with comparative assessment of practice to input with more productive findings and necessary input to improve area of investigation with more valuable recommendations.

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