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## COMPARISON OF PEDAGOGICAL PRACTICES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN QUETTA DISTRICT

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**ABSTRACT**

*Baluchistan is Pakistan's least literate province and out of school children are 54% in Balochistan which is the highest percentage in Pakistan. (Pakistan Social & Living Standards Measurements Survey PSLM/HIES 2018-19) This could be attributed to a lack of connectivity in this province, which covers 44 percent of the country's land area, or to security concerns or a lack of political will or desire to improve the province's situations (UNICEF, 2017). The education system in Balochistan is divided into three types: public, private, and Deeni Madrasas. The study's main objective was to examine and compare the pedagogical practices of Government and private secondary schools teachers in Quetta. Because there is paucity of literature regarding the problem under study. The study used a quantitative design. The tool for data collection was a questionnaire. The data was collected by the researcher by visiting the schools personally. The data was collected from 15 private schools and 20 Government schools in the Quetta district. Data was analyzed through excel. The data revealed a slight difference between government and private school teachers' pedagogical practices. It was recommended that there should be joint ventures of government and private schools that may include teacher trainings or student educational activities which may create a healthy competition among the schools and*

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*also a good learning environment. The findings will be useful for the curriculum developers, policy makers, school administrators and managers.*

**KEYWORDS**

*Public school, Private School, Pedagogical Practices*

**INTRODUCTION**

If we take a scan on the historical developments like five years plans and educational policies stepped by the all governments in the field of education at all levels, it looked very impressive and imperative to mention that the intent of every government was build and develop an educated nation and education should be accessible to all. There is no doubt that no nation can be progressed without education. We are unable to understand why we could not achieve the objectives and implement plans and policies. Bengali, (1999) expressed that sincerity is not the only thing that results can be produced and reforms can be brought. There is something to understand in between the lines of Bengali who was eloquent in his expression but modest as well. On the other hand Riaz Haq who expresses as;

“Education spending in Pakistan has increased at an annual average rate of 17.5% since 2010. It has more than doubled since 2010 to reach \$8.6 billion a year in 2017, rivaling defense spending of \$8.7 billion. Private spending by parents is even higher than the public spending with the total adding up to nearly 6% of GDP. Pakistan has 1.7 million teachers, nearly three times the number of soldiers currently serving in the country's armed forces. However, the school enrollment and literacy rates have remained flat and the human development indices are stuck in neutral. This is in sharp contrast to the significant improvements in outcomes from increased education spending seen during Musharraf years in 2001-2008. An examination of the causes shows that the corrupt system of political patronage tops the list. This system jeopardizes the future of the country by producing ghost teacher, ghost schools and absentee staff to siphon off the money allocated for children's education. Pakistani leaders need to reflect on this fact and try and protect education from the corrosive system of political patronage networks.” (Haq, 2017)

When it comes to Balochistan the situation is even worsened by reporting that Baluchistan is Pakistan's least literate province and out of school children are 54% in Balochistan which is the highest percentage in Pakistan. (Pakistan Social & Living Standards Measurements Survey PSLM/HIES 2018-19) This could be attributed to a lack of connectivity in this province, which covers 44 percent of the country's land area, or to security concerns or a lack of political will or desire to improve the province's situations (UNICEF, 2017). According to Pakistan Social & Living Standards Measurements Survey PSLM/HIES 2018-19, 70 percent of people live in

poverty and cannot afford to take their children to Quetta for a good education. This paved the way for a modest number of teachers to emerge from the province, particularly women and teachers from remote areas. The education system in Balochistan is divided into three types: public, private, and Deeni Madrasas. The majority of Deeni Madrasas are privately run and focused on religious instruction. Private schools are self-supporting and rely on fees collected from students. The bulk of them receive no financial assistance from the government or private organizations. Balochistan's general education system is divided into two years of pre-school, five years of primary school, three years of middle school, two years of secondary school, and two years of upper secondary school, similar to Pakistan's. Private elementary schools in Balochistan absorb a high proportion of all school-aged pupils. The trend of sending children to private schools is rapidly growing, with even the poorest parents wishing to send their children to private schools. (M. A. Sheikh 2007)

Kumari Poonam, Singh Neetu. 2014 through a descriptive research showed that both traditional and advanced teaching methods was using in various schools with maximum use of technology in private schools and minimum use in government schools due to lack of many facilities and infrastructure available in government schools. Ali, Malik & Azam, Irsa & Ali, Kashif. (2020) shared the results that the performance of private schools is better than government schools in term of teaching methodology. Another study produced contrary results by Awan, Dr.Abdul. (2020) that public schools have proper infrastructure, qualified teaching staff, basic facilities and teaching quality as compared to private schools. There is a confusion in the literature regarding the performance of private and government schools. Therefore the study was done to compare public and private schools using the most comprehensive pedagogical practices available in literature. Main reason of this study is the comparison between private and Government schools' teachers' pedagogical practices. The study is quantitative in nature using questionnaire developed by reviewing existing literature on pedagogical practices. The data was collected from the private and Government schools' teachers. The results are significant for the curriculum developers and school authorities by giving an overview of pedagogical practices in Quetta. In Pakistan, there are two major types of school systems: private and public. Private schools are gaining widespread acceptability in Pakistan today, ensuring the country's long-term progress. As a result, the primary goal of this research is to compare the facilities, pedagogy, and academic results of Quetta's public and private secondary schools. Teachers' education levels, instructional methods, curriculum, and learning environments are all used to measure the quality of education. There are advantages and disadvantages to each method. To the best of my knowledge, in the context of Baluchistan, the comparison of private and public schools in terms of pedagogy has been halted.

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**LITERATURE REVIEW**

Dr. Rajendra Kumar Shah, 2021 shed light on the definition and epistemology of term pedagogy as the Greek word for child (usually a boy) is pais (the stem of this is paid), and leader is agogus-so a paidagogus or pedagogue was literally a leader of children. In Greek language “pais” is usually used for a child (boy) and “agogus” is used for leader so “pedagogue” literally means “leader of children” which highlights the importance of pedagogy in our educational system. The term pedagogy is not a new invention; it got major attention of educationists in the 20th century where it became necessary with teaching our youths. Hinchliffe, Geoffrey, (2000) defined as learning for its own sake whereas pedagogy is learning towards social goals. Aristotle was the first one who addressed the idea of adequate conceptualization, but his educational concept was observed to be heavily dependent on narrow rational activities. In addition, more suitable conceptualization was seen in Michael Oakeshott's which was contrast between morality and enterprise associations. On the other hand, Oakeshott's definition of education requires more development in context to critical understanding. Kapur, Radhika. (2020) clarified the meaning and significance of pedagogy, which is related to the process of teaching. The instructors at any level should ensure that put practice to their teaching methods, strategies and teaching methods in such a way that would contribute to encourage students to learn more.

Pedagogical practices which can be considered as oppressive or participatory. Participatory pedagogy is a two-way approach in which both teacher and students are equally responsible for teaching-learning process Giroux, H. A. (2010). In these circumstances the teacher is not the only one who is the source of information and knowledge; rather he involves students in dialogue process for mutual growth and development. This approach will not only help students as main stakeholders (Van Uden, Ritzen & Pieters, 2013) but also create friendly and learning atmosphere where everyone contributes in teaching-learning process. The participatory pedagogy characterizes the horizontal relationship, which engages both students and teachers by creating two ways of communication. Such approach will help to develop the sense of trust and tolerance between each other with outside environment (Zepke, 2013). In addition, it will also improve the academic performance of students (Guerriero, 2014). Awan, Dr.Abdul. (2020) conducted a study to compare quality of education in public and private secondary schools in districts Khanewal and Vehari-Pakistan. Convenient sampling method was used to collect primary data of 300 teachers from 10 public and 10 private schools, in addition 20 principles or head of schools were also added into sample. Five variables were used to record the views of selected respondents. The results depicted that public schools have proper infrastructure, qualified teaching staff, basic facilities as compared to private schools.

Khan, W. A (2020) found in his study based on how public and private schools of

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Pakistan use innovation. The study examined how public and private schools in Pakistan use novelty and innovation to improve teaching practices. A questionnaire was prepared with 10 in depth questions was circulated in 100 school teachers—50 each from the public and private sectors. For statistical analysis of the study, Crosstab was used to identify the significant associations between school types and different instructional activities. The study highlight significant differences associated with innovative teaching styles between teachers from the studied sectors. Wadhwa (2009) brought some convincing evidences neutral evidence that showed the superior performance of private schools compared to public schools. According to the results on 40 sets of data, 37 sets proved that private schools are performing far better than public schools. More recently, Ohba (2013) has shown negative evidence with regard to the pupil teacher ratio (PTR) in private schools. The results of this study indicated that PTRs in private schools were around half of those in public schools. In comparative study in this regard (Andrabi et al., 2013) also found a significant association between private school attendees and their learning outcomes of students in all three districts of rural Punjab, Pakistan. This study also observed that students from private schools scores higher in tests on civic values and understand the concepts. A comparison of public and private education was done by Farooq, M. S., Feroze, N., & Kai, Y. T. (2017). It was concluded that there is lack of facilities and trained teaching staff as compared to private schools.

### **RESEARCH OBJECTIVE**

1. To compare the pedagogical practices between public and private school teachers.

### **RESEARCH QUESTION**

1. What are the pedagogical differences between public and private school teachers?

### **RESEARCH METHODOLOGY**

This research aimed to compare the pedagogical methods of the public and private education systems in Balochistan, concentrating on the above-mentioned desired metrics. A survey was performed to gather information about the variables of this study. Stakeholders, Head Teachers, and Teachers were given a closed-ended questionnaire with five-point Likert scale choices to assess the situation in their schools. The respondents were given the option of grading the questions on a scale of 1 to 5. 1 indicates a severe disagreement, whereas 5 indicates a strong agreement. A random sample of 20 government schools and 15 private schools in the private sector was chosen. The survey participants were chosen at random from each school. To determine the significance of the data collected, the independent sample t-test was used to analyses the score on several performance metrics. Furthermore, we used a graphical method to compare the average score for each performance indicator to reinforce and clarify the judgement.

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**Population**

The population of our research includes all public and private high schools for girls and boys in the Quetta district. There were 98 public high schools in all. In the Quetta district's public schools, there were around 5702 instructors. These figures come from the 2017-19 Baluchistan Education Statistics report. Due to a lack of data, it was impossible to determine the number of private schools.

**Sampling**

The sample was done in two stages.

- In the first stage, nine private schools and eleven public schools in Quetta were chosen at randomly.
- in the second stage, one head teacher and ten school teachers were chosen at random from each school.

**Tools**

A questionnaire was used to collect information from school instructors on the pedagogical differences between private and public schools in the Quetta district.

The questionnaire included TWO sections and FIFTEEN items in all, as shown below:

1. The first section dealt with the teachers' personal and professional details
2. The second section focused on assessing the pedagogical abilities of teachers at Quetta's public and private schools

**Reliability and validation of instrument:**

With the help of specialists in the field of education, the instrument has been validated. To verify that the instrument was reliable, it was piloted with 10% of respondents and statistically evaluated, with a Cronbach alpha of 0.7 or 70%. According to Malhotra (2004), a value of more than 60% is required for an acceptable instrument to be approved.

**Data Collection**

The data collecting took two months. The tools were provided to schools in a random sampling. The researcher personally visited the schools and asked the respondents to complete the questionnaires on the same day, but if necessary, the researcher had to return to the school two or three times a week. This yielded a positive result in the form of a 100 percent response rate from the respondents. The tools were collected in the form of physical copies.

**Data Analysis**

SPSS was used to organize, tabulate, and analysis the study's results. Descriptive statistics were used to analyzed the data.

**FINDINGS AND DISCUSSION**

## Demographic Statistics (section A)

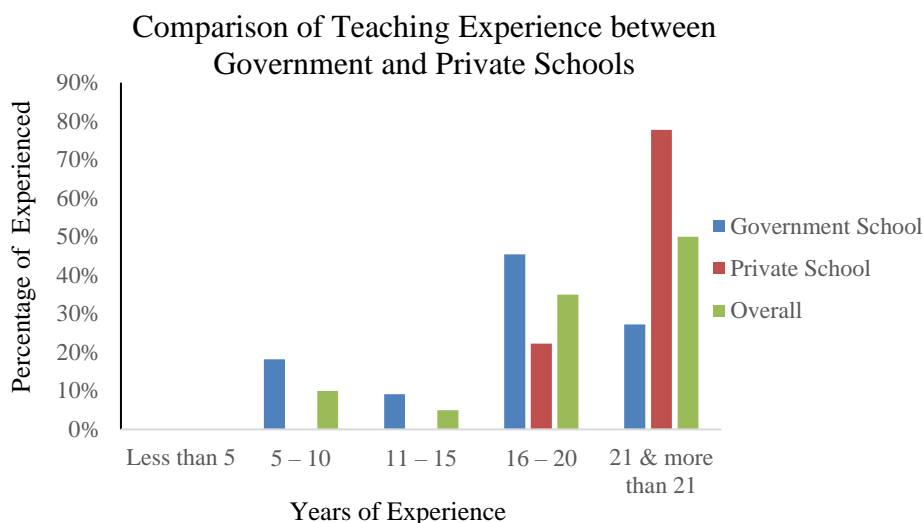
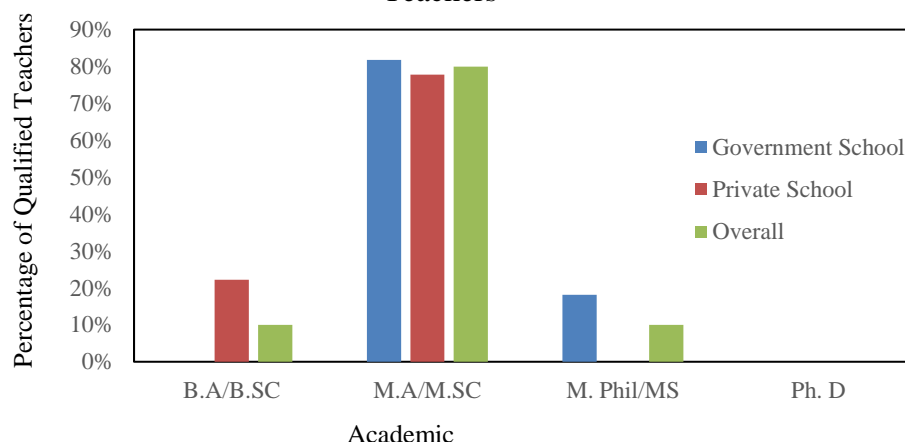
**Figure 1: *The distribution of teachers in public and private schools based on their years of experience***

Figure 1 depicted the distribution of participants' teaching experience, which was divided into five categories ranging from less than five to more than twenty-one years. According to the findings, no participant in the research had fewer than five years of experience, whether in the government nor in a Quetta private school. Furthermore, 18% of teachers in government institutions have six to 10 years of experience. Teachers at government schools have an average of 11 to 15 years of experience, but no teacher in private schools has this level of experience.

Furthermore, the findings revealed that more than half of private school instructors had more than 21 years of experience (64 percent), while the majority of government instructors have 16 to 20 years of experience, government schools account for 45 percent of the overall sample. Teachers in government institutions, on the other hand, have an average of more than 21 years of experience. As a consequence of the findings, it was deduced that instructors at the sample schools had more than 21 years of experience.

**Figure 2: *Comparison of qualification of government and private school teachers***

### Academic Qualification Comparison of Government and Private School Teachers



The distribution of gathered data from sample participants about academic qualification was shown in Figure 3.1.2, which compared the distribution of academic qualification of public and private school instructors. Figure 2 shows that graduate instructors made up 82 percent of government teachers and 78 percent of private school teachers, respectively. Furthermore, 18% of teachers in government schools had an MS/M. Phil degree, but none of the teachers at private schools had an MS/M. Phil degree. It's worth noting that neither sample population had any Ph.Ds. Overall, the majority of instructors in both types of schools were graduates, implying that educational standards are adhered to similarly in both types of schools.

**Figure 3: Professional qualifications-wise distribution of government and private schools**

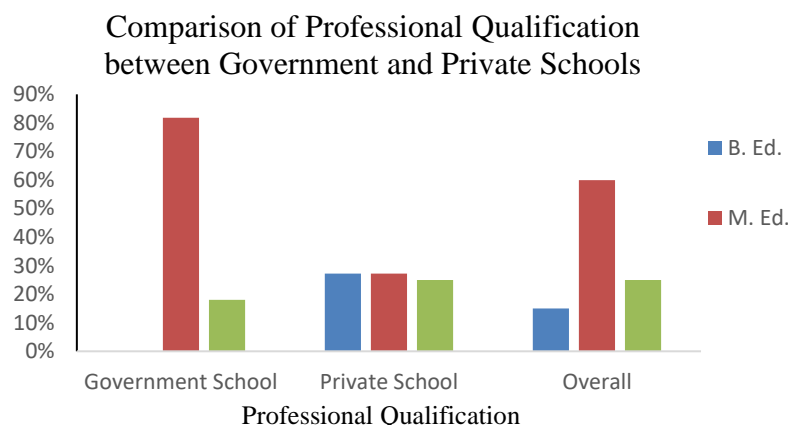
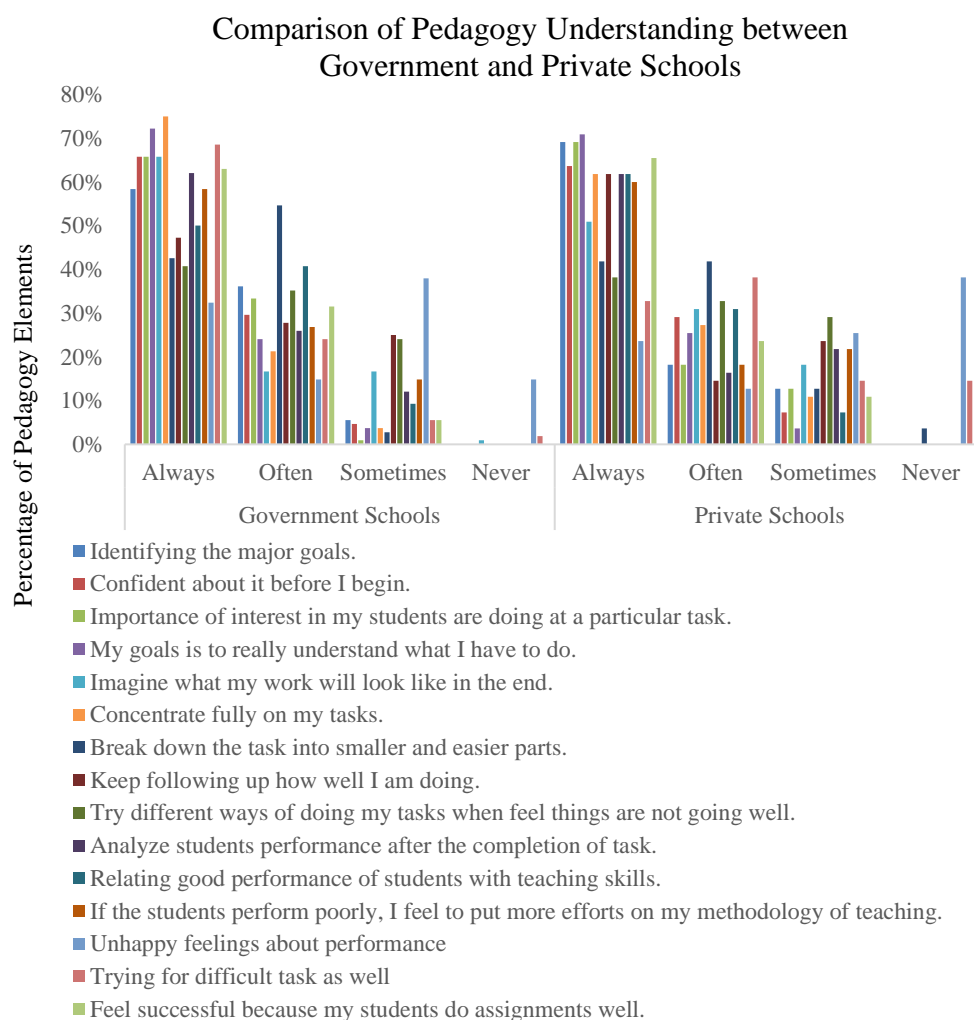




Figure 3 showed the distribution of participation teachers' professional qualifications in public and private schools. According to the data, 82 percent of government instructors have a master's degree, 36 percent have a bachelor's degree, and just 18 percent have other professional qualifications. Private school instructors, on the other hand, were professionally prepared with B.Ed and M.Ed degrees in 33 percent of cases. The majority of the sample populations had M.Ed degrees, according to an overall qualifying bar.

**Figure 3.1.4** Comparison of pedagogical practices between government and private schools Teachers



The findings from this portion of the study were based on data obtained from 200 instructors in sampling schools, 120 from public schools and 80 from private schools. The items on the questionnaire were all connected to pedagogic comprehension. The information about pedagogical understanding in public and private schools in terms of pedagogy, the results revealed a little difference between government and private school teachers.

The study's main goal was to compare the educational techniques of Quetta's public and private schools. The study was conducted at random at secondary schools throughout the Quetta area. According to the data obtained from the sample populations, all of the participants in this study (both public and private school teaching-staff) had five years or more of teaching experience, with more than 70% of private school participants having 21 years or more of experience. As compared to none in private institutions, only 18% of government instructors have a higher education degree (M.Phil/MS). However, the fact that 82 percent of government instructors and 66% of private school teachers were properly qualified was promising. The findings revealed a little variation in pedagogical comprehension between government and private school instructors. As a result, it was deduced that instructors in government schools were more focused on pedagogical understanding than teachers in private schools, but the difference was little. Both the government and private schools in Quetta city were found to be performing well. However, both types of schools have a lot of potential for growth in terms of raising educational standards.

### RECOMMENDATIONS

1. There must be uniformity of text and medium of instruction between the government and private schools which may help in uplifting the social positivity and eradicate class distinction or sense of inferior complexity.
2. There should be joint ventures of government and private schools that may include teacher trainings or student educational activities which may create a healthy competition among the schools and also a good learning environment.
3. There should be an authoritative body on provincial level that may be responsible for uniformity and quality education maintenance in both government and private schools.

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