

Appraisal of Quality Education and Aspect of Teacher in Character Building of Student

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Abstract

In this research paper, we had tried to develop a new imperative plan to recuperate the quality of education in 21th Centurial, which can provide a better result for the prosperity of a country, district, asylum, as well as for the teacher & students. New Strategy/expedients ensure to play a pivotal lead in the development of a country if those planning are in the good hand. By using quantitative technique, we had collected data from different Tehsil of district M. Garh, to weigh the quality of education standard in boys and girls higher secondary schools. For this purpose questionnaire was made to assemble the primary information through a simple random sampling mechanism. Questionnaire was consisted of five parts, First one is Administrative service their (p-value=0.0013, $\rho^2=0.9727$), Second one is a Library service their (p-value=0.00323, $\rho^2=0.99734$), Third one is Curriculum structure (p-value=0.0001, $\rho^2=0.99936$), Fourth one is Location (p-value=0.0021, $\rho^2=0.99444$), Fifth one is Infrastructure (p-value=0.00341, $\rho^2=0.21572$) values are respectively.

Keywords: Institutions, Quantitative technique, Information, Strategy

Introduction

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela

In Asia every country wants to improve their quality education in 21th century, On the other hand demands of schools are increasing against access towards the school. In these areas effective learning, planning and implementation of policy mechanism can play vital role to improve the quality education. Educational system, support the national mechanism which helps us to improve the plan and policy toward higher education. It can play an important role in the development of a country, but now a day due to education, people can understand the problems of the others and make a solution for it, if they are educated. It always helps us to improve the Skills, character, mechanism, behavior, standard of living. Above mention things we can assume that education means, to literate someone or educate someone according to their ability of skills.

Higher secondary educational institute teachers are facing many challenges, significantly their consequences are higher than their resources, and competence it is necessary to provide updated technology for teachers (Tribus, 2005). Quality services at lowest cost adopt lean Six Sigma methods, therefore combining the lean and six sigma methods can provide the efficient results (Bhuiyan & Baghel, 2005). Most of the authors are agreed that to understand the major difficulty in educational process lies in the definition of a “customer” (Helms & Key, 1994). Major problems in educational areas are administrative; on the other hand most of the authors agreed that the educational learning activity is not a business activity (Quinn at all, 2009).

Meaning of Quality Education

Quality of education is an aim to determine specified target and objectives, More Comprehensively quality is based on the different kind of programs those are running in the institute, like student’s attitude they behave and moral values, (Adams, 1998).

Quality education means providing a better protection in surrounding to survive in the society with full accommodation, it means that people should be apprehensive about their rights in a surrounding which always create the help someone, mentally, healthy synergy (Bernanrd, 1999). An education means testifying their problems and educates the other effectively, efficiently (Adams, 1993). Education is an instrument for the poor people to read and write with good communication skills & learn effectively. In higher education drill method have a negative impact towards the student and their achievements (Mutsotso, 2004). In this paper researcher represent the factor behind the illiteracy in Nigeria, also major challenges in various departments of Nigeria, researching ideas about effective learning are very useful (Esene et al, 2013). Tells us the low quality results in underdeveloped countries, a new method or technique of learning skills can be adopted to obliterate this affair. These methods can play a key role in underdeveloped countries due to they’re less consumption pattern of time

and money (McCann et al, 2007).

Literature Review

Highlights the main issues of quality education in Kenya using different kind of indicators; therefore, the results tell us the poorly scored in the basic learning process and pupil teacher ratio (Fuller, 1986). Argue that those teachers whose appointments are out of the city from his/her parental town not taking serious attitude and action of the student. Instead of focusing the student using the teaching method he uses only referral method and status method for only our satisfactory and influence. He cannot judge the I.Q level of the students, whenever test was conducted or interview then can't get the maximum response except shame (Risit, 2000). Stated that school is a place of learning, but traditional services providing by the school not secured for the student's betterment of education. The modern organization comes into the field for the advancement of the children and their advance education system (Scardamalia & Bereiter 1999). Argue that computer is necessary for the advancement of education, it's not only support in the classroom but also build the knowledge. It is seemed that most of the student goes towards crime, with this activity them or socially bound in the classroom and also in the home and remain away from the un-habitual activity (Scardamalia et al, 1994). Explore that student is only the key to identify our self in the field of study with the collaboration of parents and teaching method which reflect the student towards motivation. Student needs only positive direction that where they want to be moved in the field of education (Anderson, 2002).

Quality Improvement Strategy

The continuous effort of student and teacher make a shimmering chance of success, these strategies are also applicable at higher secondary and college level (Red et al, 2014). Stated that leader ship play an important role in the field of promoting the child's education, not even to improve the faith but also base on the fact. By improving the direction of student we should reach to establish and analyzed their performance. It is hard to improve and prove ourselves in the good at the bad field system. It should aware of all hardness including in the school management, administrative system, leadership, instructional leader and in policy making (Leithwood et al, 2004). Society concerned with the small group of the student which is used to lead towards achieving the goal by using some suitable strategy. In a socio-cultural barrier especially teacher not only feel the hardest to achieve the goal, even he also need the guidance and training to reach the final implementation. Quiz system, presentation, group task and field assignment are necessary for the improvement and the betterment of quality of education (Li & Lam 2005). Stated that the eleven points, making a perfect leadership in improving the education system in which character of the teacher most important things towards the student learning point of view (Liekona, 2002). In an elementary class student having physical and professional attachment as compare to primary class learning, Conceptual framework should be defined for the basement of the student from the root level to extension level, Improving the quality of education is very challenging in all aspect of educational process, It is necessary to define the word first "quality" to meet the educational challenges too (Hargreaves 2000).

Character Quality Education Standard

Character of quality Education Standard is given below

1. Good Character and core ethical value are the symbol of good quality educational standard
2. Behavior, Feeling , Thinking are the comprehensively part of the character
3. In all phases of school life effective character, comprehensive approach promoter core values
4. Care community is necessary for the School
5. In a moral action it is necessary to provide or developed opportunities
6. Moral leadership is necessary for staff and student.

Objective of the Study

1. How we can improve a quality education
2. Basic rights of school children
3. Facilities standard in government school
4. Curriculum structure

Research Design

A research design is a complete layout in which we collect and analyze the data; it is a complete framework where we find out the research questions solution. It also defines different kind of study type (meta-analysis, review, experimental, semi-experimental, correlation, descriptive).

Figure 1.1: Detail Chart of Teacher and Student Sample

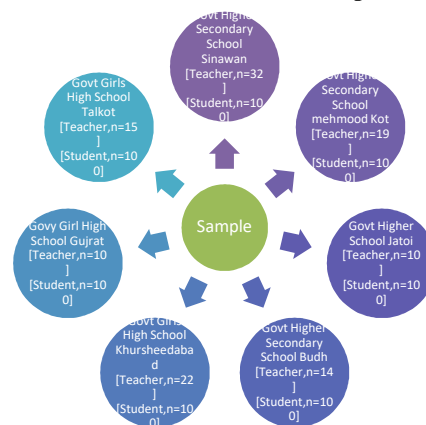


Table 1.2: Detail sample summary of students and teachers

Sr. No	School Name	Sample Taken from (Teacher)	Sample Taken from (Student)
1	Govt Girls High School Khursheedabad	22	100
2	Govt Girl High School Mehmoodkot	18	100
3	Govt Girl high School Gujarat	10	100
4	Govt Girl High School Talkoot	15	100
5	Govt Higher Secondary Schoool Sinawan	32	100
6	Govt Higher Secondary School Mehmoodkot	19	100
7	Govt Higher Secondary School Jatoi	10	100
8	Govt Higher Secondary School Budh	14	100
Total	-	140	800

Data Analysis

Table 1.3: Summary detail of teacher sample and their marginal percentages

Summary		N	Marginal Percentage
Gender	Female	65	46.4%
	Male	75	53.6%
Area	Urban	129	92.1%
	Rural	11	7.9%
Professional Experience	< 5 year Experience	75	53.6%
	<10Year Experience	65	46.4%
Communication Language	Urdu	90	64.3%
	Saraiki	10	7.1%
	English	40	28.6%
Research Ability	Yes	20	14.3%
	No	120	85.7%
Rapid Service Of Staff	Yes	99	70.7%
	No	41	29.3%
Availability of Information Material	Yes	91	65.0%
	No	49	35.0%
Clear Guidance Advice of Administration Staff	Yes	113	80.7%
	No	27	19.3%
Sufficient working hour of administration	Yes	106	75.7%
	No	34	24.3%
Sufficient working hour of administration	Yes	96	68.6%
	No	44	31.4%
Friendliness behavior of the children	Yes	50	35.7%
	No	90	64.3%
Campus	Girls	100	71.4%
	Boys	40	28.6%
Availability of books in school	Yes	118	84.3%
	No	22	15.7%
Friendliness behavior of the teacher	Yes	119	85.0%
	No	21	15.0%
Availability of information on curriculum structure	Yes	116	82.9%
	No	24	17.1%
lecture timetable of school	Yes	103	73.6%
	No	37	26.4%
Facilities of Laboratories	Yes	107	76.4%
	No	33	23.6%
Educational Material of high quality	Yes	110	78.6%
	No	30	21.4%
Interesting module of content	Yes	122	87.1%
	No	18	12.9%
Major cause in quality of education	Yes	114	81.4%
	No	26	18.6%
Transport service is the main cause in quality of education	Yes	116	82.9%
	No	24	17.1%
Cost of transportations major cause in quality of education	Yes	108	77.1%
	No	32	22.9%
Accommodation service provided by the government	Yes	115	82.1%
	No	25	17.9%
Sports Facilities' Necessary in the School	Yes	113	80.7%
	No	27	19.3%
Medical facilities is necessary	Yes	97	69.3%
	No	43	30.7%
Catering Service necessity in the school	Yes	120	85.7%
	No	20	14.3%

Explanation

The result shows the individual participation of different kind of variable, which are included in the research analysis, among these results shows their summary result according to their presence. In Gender Female respondents are 65 and their (MP) is 46.4%, male participant were 75 with their (MP) is 53.6%. 129 respondents from Urban area and their (MP) is 92.1%, 11 respondents were belong to the rural area and their (MP) is 7.9%, in a professional experience <5 Year respondents were 75 and their (MP) 53.6%, <10 year Professional experience respondents were 65 and their (MP) 46.4%. Using Urdu as a communicational language respondents are 90 with their (MP) 64.3%, Saraiki language using respondents are 10 and their (MP) are 7.1%. Forty person using English as a communication language and their (MP) 28.6%, In a response of research ability 20 respondents give the answer 'Yes' and their (MP) is 14.3%, Not research ability respondents were 120 and their (MP) 85.7%. Rapid service of staff agree respondents are 99 and their (MP) is 70%, not agreed respondents are 41 and their (MP) is 41%. Availability of information material agrees respondents are 91 and their (MP) is 65.0%. 49 Respondents not agree with this statement and their (MP) is 35.0%. Clear guidance of administration staff respondents are 113 and their (MP) is 80.7%. 27 people not agree with this status and their (MP) is 19.3%. 106 people agree that sufficient working hour of administration (MP) is 75.7%, and against respondents are 34 and their (MP) is 24.3%. 90 respondents agree that friendliness behavior is necessary for the children their (MP) is 64.3%, On the other hand against respondents are 50 their (MP) 35.7%. 100 girls respondents agree with the above mention statements about quality of education is necessary for boys and girls their (MP) 71. %, male respondents are 40 with (MP) is 28.6%. Availability of books in school agrees respondents are 118 with (MP) is 84.3% and not agreed respondents are 22 with (MP) 15.7%. 119 people agree that friendliness behavior of teacher is necessary with (MP) is 85.0%, 21 people did not agree with this their (MP) 15.0%. 116 respondents agree that availability of information on curriculum structure is necessary their (MP) is 82.9% and not agreed respondents (MP) are 17.1%. Lecture time is necessary for school and 103 people agree with the statement and their (MP) is 73.6% not agreed with timetable (MP) is 26.4%. Factuality of laboratory is necessary for school 107 respondents agree with that their (MP) is 76.4% and not agreed (MP) is 23.6%. Education material of high quality is necessary for school 110 people agree with that their (MP) is 78.6%, and not agreed respondents are 30 with 21.4%. Interesting module for content agreed respondents are 122 with their (MP) is 87.1% and not agreed respondents are 18 with (MP) 12.9%, Major cause in quality of education respondents were 114 with (MP) is 81.4%, and their against respondents are 26 with 18.6%. 116 people agree that transport service is major cause in quality of education providing their (MP) is 82.9% , 24 people are not agree with this statement their (MP) is 17.1%. Cost of transportation major cause in quality of education respondents agreed are 108 with (MP) is 77.1%, and not agree with transport facility respondents are 32 with (MP) are 22.9%. Accommodation service provided by the government agreed respondents are 115 with (MP) 82.1%, and not agreed with this statement respondents are 25 with (MP) 17.9%.

*(MP) = Marginal percentage

Figure 1.4: Overall Response Table of GGHS Khursheedabad

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.3363	1.159091	1.261364	1.090909	1.0676
Variance	0.003738	0.002161	0.003597	1.001383	0.001518
STD	0.080012	0.067344	0.079367	0.069025	0.138708
P-Value	0.00212**	0.000021**	0.00017**	0.00054**	0.001**

*level of significance=0.05, ** its shows results are significant

In this above mention table overall response of GGHS Khursehdabad, Individual summary of administrative service, library service, curriculum structure, location, infrastructure. However over all mean of Administrative service is 1.3363, library service mean 1.15901, Curriculum structure mean is 1.261364, Infrastructure mean is 1.090909, basically mean is defined as sum of all the observation divided by total number of observation. Variance is the positive square of the deviation from their mean & Standard Deviation is under root of variance. Where P-Value is a smallest value or a level of significance where we take a decision about our H₀ Hypothesis, whether should accepted or rejected.

Figure 1.5: Overall Response Table of GGHS Mehmoodkot

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.3778	1.1667	1.2667	1.2593	1.2361
Variance	0.003093	0.009	0.0079	0.0005	0.0001
STD	0.068857	0.0416	0.1882	0.0262	0.0139
P-Value	0.0073**	0.000**	0.009**	0.0154**	0.0981

*level of significance=0.05, ** its shows results are significant

Table 1.6: Overall Response Table of GGHS Gujarat

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.4254	1.3656	1.2103	1.2333	1.2753
Variance	0.0002	0.1909	0.0062	0.0005	0.0036
STD	0.0175	0.086	0.177	0.0275	0.1639
P-Value	0.03489**	0.901**	0.0001**	0.00310**	0.90110

*level of significance=0.05, ** its shows results are significant

Table 1.7: Overall Response Table of GGHS Talkot

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.3890	1.2265	1.902	1.9110	1.8915
Variance	0.002307	0.001914	0.001378	0.0000632	0.003496
STD	0.057625	0.053739	0.058414	0.042658	0.08712
P-Value	0.00113**	0.098021	0.99217	0.0001**	0.00167**

*level of significance=0.05, ** its shows results are significant

Table 1.8: Over all response Table of GHSS Sinawan

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.2678	1.3469	1.9011	1.4566	1.6523
Variance	0.0026	0.0003	0.0001	0.0025	0.0016
STD	0.050	0.0173	0.01	0.05	0.04
P-Value	0.0000**	0.0001**	0.0000**	0.0001**	0.0002**

*level of significance=0.05, ** its shows results are significant

Table 1.9: Over all response Table of GHSS Mehmoodkot

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.6389	1.8790	1.7800	1.6390	1.7268
Variance	0.0016	0.0390	0.0178	0.1779	0.0170
STD	0.04	0.197	0.133	0.4217	0.1303
P-Value	0.0018**	0.0029**	0.0028**	0.1109**	0.1108**

*level of significance=0.05, ** its shows results are significant

Table 1.10: Over all response Table of GHSS Jatoi

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.9081	1.9119	1.9233	1.8310	1.0923
Variance	0.0045	0.1189	0.9088	0.0019	0.0118
STD	0.0670	0.3448	0.9533	0.0435	0.1086
P-Value	0.0000**	0.0001**	0.0015**	0.0010**	0.0012**

*level of significance=0.05, ** its shows results are significant

Table 1.11: Over all response Table of GHSS Nawan Budh

Categories/Overall	Administrative service	Library service	Curriculum structure	Location	Infrastructure
Mean	1.7802	1.2890	1.721	1.8226	1.0911
Variance	0.0034	0.0014	0.0118	0.0290	0.0017
STD	0.0583	0.0374	0.1086	0.1702	0.04123
P-Value	0.0000**	0.0021**	0.0001**	0.0000**	0.0001**

*level of significance=0.05, ** its shows results are significant

Table 1.12 Individual Chi Square Results

Parts	Administrative service	Library Service	Curriculum Structure	Location`	Infrastructure
Chi Square Values	0.0013	0.032	0.0001	0.0021	0.0341

*Chi Square test is used to check the independence of homogeneity, it is right tail test.

Table 1.13: Overall Response Average result of Students

School Name		Islamic Study	Physics	Chemistry	English	Urdu	Bio
GHSS SINAWAN	Sum	3683	15622	15630	15105	13014	14678
	Average	36.83	156.22	156.3	151.05	130.14	146.78
GGHS KHURSHEEDABAD	Sum	3705	15457	15443	15105	12789	16789
	Average	37.05	154.57	154.43	151.05	127.89	167.89
GGHS MEHMOOTKOT	Sum	3536	15271	15759	15047	14329	17634
	Average	35.36	152.71	157.59	150.47	143.29	176.34
GGHS GUJRAT	Sum	3600	15328	13476	17654	16534	17239
	Average	36.00	153.28	134.76	176.54	165.34	172.39
GHSS MEHMOODKOT	Sum	3459	15980	16789	14589	18736	18790
	Average	34.59	159.80	167.89	145.89	187.36	187.90
GHSS JATOI	Sum	3985	13465	16589	19187	17245	17689
	Average	39.85	134.65	165.89	191.87	172.45	176.89
GHSS BUDH	Sum	3690	14970	17893	18765	17234	15876
	Average	36.90	149.70	178.93	187.65	172.34	158.76
GGHS TALKOT	Sum	3875	14367	16902	17323	16562	15903
	Average	38.75	143.67	169.02	173.23	165.62	159.03

*GGHS (Govt Hirl High School)

**GHSS (Govt Higher Secondary School)

Here is the complete detail of all subject of hundred students sample taken from the student annual result of (2013-2014) different boys and girls high and higher secondary school respectively, however their sum and average score of all subjects given to show their individual performance of the student and overall teacher performance.

Recommendation and Conclusion

Professions of teaching take very important place in the society; it is always encouraging the student which is playing key role in the development of a country. It always assures that he/she can only build a strong nation, without a teacher is a nation like without soul, and soul without any identity is not useful. So here are some following important points are given if we adopt it we can build a strong education standard.

1. Every teacher must be attending the class with punctuality and regularly.
2. Provide maximum opportunities for the young generation at higher secondary level.
3. Laboratory facility should be necessary for higher secondary level.
4. For Competition it is necessary to perform every teacher separately.
5. Provide basic facility in school (i.e. internet, laptop, Water, sanitation system, hygiene) & democratic rights of students.
6. Ethics, moral values are important than teaching because a good teacher always creates a great nation, without teacher we cannot build a strong nation.
7. For a good quality of education teacher and student must perform with collaboration.
8. It is necessary to participate in extracurricular activities which always develop the behavior of the learner.
9. All departments should work collectively for a future planning of student.
10. For the spiritual enhancement of the children, it is necessary psychological treatment of the mind to save from depression.

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