

Comparison of Assessment Practices in Public and Private Universities at Post-Graduate Level

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Abstract



It was a survey research about comparison between public and private universities evaluation and students' registration process at post graduate level. The study aimed was to found the data about examinations process and admission standards at post graduate level in both public and private universities. Interviews with the controller of examinations and registrars of the sampled institutions served as the tools for data gathering. The main conclusions were that the sampled institutions met all necessary criteria, including those for basic resources, human capital, and other facilities, as set forth by the Higher Education Commission. It was examined that the examination process in both sectors were slightly different in terms of students' admission, registration and timing. It was concluded that private sectors were giving registration opportunities to those who were interested to enrolled in morning or evening classes at least twice a year, while public universities were giving registration opportunities once in a year and mostly at morning or noon timing. In terms of research, a notable distinction was found between these universities. In contrast to public institutions, the process of research oversight in private universities moved quickly. Universities may make their teaching and learning environments more student-friendly. Malpractice, nepotism, and favoritism may not exist among the university's administrative and instructional employees.

Keywords: Assessment, Controller, Registrar, Examination, Scholars.

Introduction

Human development is the main aim of today education. It is one of the main sources of success and prosperity all around the globe. It is the major factor that can raise community members' standards of life. It is an excellent instrument for generating income and providing welfare for social and personal needs in a particular area. It is a source of both knowledge about the outside world and practical skills for employment. A person may become nice and involved in their community with a decent education. To give people opportunities in the areas of intelligence, skill development, creativity, critical thinking, and social as well as economic development, education is a powerful source and tool. It's crucial for the development of values education to prepare students for life, provide them the skills they'll need for the future, and enhance their education with life-enhancing knowledge. An educated family is capable of pursuing a stronger and more lucrative way of life in society in addition to being aware of all of its rights and also can strive and struggle for the more prosperous and strong economical living.

Although student affairs professionals use the phrase assessment the most, it could nevertheless cause the most misunderstanding. In education, the phrase "assessment" is widely used to refer to the process of determining someone's knowledge and abilities (Banta & Palomba, 2015), and the term "had" also refers to the extremely specific assessment of a student's learning, especially beyond the area of student affairs in the academic context (Suskie, 2009).

Due to the focus on student learning in the higher education sector, the word outcomes assessment has come to "imply aggregating individual indicators for the aim of uncovering group strengths and shortcomings. However, in actuality, many individuals omit the word outcomes and use the word assessment to refer to the same concept of student learning evaluation. Additionally, the term "assessment" is used more widely in the field of student affairs to describe the entire cycle or

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procedure of assessments. Included are both the evaluations of programs, operations, or services as well as the assessments of student learning. The evaluation of learning looks at how successfully involvement in the institution's activities and programs—such as a curriculum, academic major, credential program, course, or specific classroom activity, or the development of learners' skills and experiences—a curriculum, scholastic area, credential program, course, specific class activity, student development skills, or active learning activity that boosted students' ability, competence, or competency in a range of areas.

Objectives of the Study

1. To examine the strengths and weaknesses in sampled universities exams practices and enrolment.
2. To make implementable recommendations for improvement of these universities.

Research Questions

1. What is the admission process in both sectors universities?
2. What are the strengths and weaknesses in assessment practices?
3. What recommendations can be framed for more improvement?

Literature Review

To meet some of the greater demands of a society, improved education is the fundamental and absolutely essential supply on a global scale. University students and faculty members all across the world frequently uphold the ideas of freedom, human dignity, and brotherhood (Patel, 2003). Kapur and Crowley (2006) stated that the most crucial role of universities training demands great experimental interpretation of what is happening in schools and to the students, who spend a substantial amount of their early years in such enterprises, in both conceptual and practical aspects. Khan (2010) states that the twenty-first century is one of rapid change, technological advancement, advancements in generational and era-related fields, world globalization, and challenging times. Those individuals who have qualified in the updated modern courses are not only earning very handsome amount for life expenses but they also enjoy an edged opportunity than those having no or less earning related knowledge. All such programs are to be assessed and examined before getting enrolment in it.

Reid and Sanders (2002), identified four precise measuring tools that may be used to gather information on any higher education institutions. The essential elements of the wonderful processes as a whole are the quality of the training services, the perfection of practice, the style of design, and the final goods. These are the outstanding measuring characteristics.

Inputs, approaches, and results are three additional crucial outstanding indicators, according to Hamidullah, and Rahman (2004). The inputs that educational organizations included financial steps, steps for facilities, and actions to be taken in the position of people involved with the items that are offered to novices at each instructional level. The entire costs incurred by single or student patrons of academic institutions are directly tied to cost and charge-related indicators. By providing standardized types of global assets, physical asset measurements should be able to match the intended demand of the moment as well as the needs of the classrooms' inner and outer canter's'.

As a result of the possibility that the use of an assessment tool might increase the overall efficacy and competitiveness of the teaching faculty, Rehman (2012) came to the conclusion in his study that promotions and faculty evaluations must be entirely based on benefit and fairness. A teacher who is performing well and acting in accordance with the sector-recognized teaching and supervision method will work even more honestly and properly and attempt to improve their skills in order to increase their reputation as an excellent teacher if they receive gain-based appraisal and recognition for their contributions. Therefore, it can be claimed that if a university's assessment system is effective, it is likely to have a large number of great and qualified teachers.

According to Lester (2006), the quality of a country's higher education is directly tied to its intellectual, social, and economic progress. The college wits may be a key element in the financial blessings and earnings as well as in the speedy development of network's for education foundational skills in the areas of studies artwork, studies publishing, books publishing & chapters writing, and many other areas. Gonzles (2004) stated that there may be a great deal of focused stress on all specified units & components to grow, glorify all the targeted stakeholders to excellent marketing in the field of education.

Khan (2008) conducted research to look at the norms of improved education in private sector universities in Pakistan. The study discovered that universities functioning in the private sector are striving to gain material profits and money through high entrance fees, fees from new students in exclusive areas like marketing, classes, assessments, and workshops, among other things. These institutions are not more involved in bringing distinct stakeholders and network members together to foster harmony and improve the learning-by-doing process.

According to Chet (2006), the majority of private institutions have little or no emphasis on quality and instead concentrate on training students for short-term goals and foreign money makers that may lead directly to jobs and employment. Chaudhry (2004) In Pakistan, university education faced a number of challenges, such as the difficulty of finding dedicated and skilled teaching staff, difficulties encountered by students, and subpar libraries and laboratories. It is not always relevant due to academic and social needs, research-related facilities, economic issues, the fact that there are many more students in the arts than in the sciences, poor evaluations, an antiquated governance structure, and academic achievement standards that are no longer in line with industry standards.

The Boston group (2001) did a study on the advancement of higher education in Pakistan. This observation suggested that in order to address the issues faced by Pakistani universities, some structural adjustments were absolutely necessary. Most of the time, these officials have been held accountable for the institution's general poor performance since a lot of key positions in universities are irrelevant due to their associated education or are no longer relevant to their skills and knowledge. The study found that formative testing was necessary since respondents preferred it to questionnaire testing in terms of value.

Isani (2001) The analysis claimed that because of this independence, all of the evaluations and rules had flaws and lacked clearly stated, attainable goals. The report attributed the unusual and rapid decline in education and the politicization of educational institutions on the nationalization of educational institutions after 1971. Higher education graduates in any community benefit from benefits such as increased career opportunities, high wages, access to clinical facilities, and substantial financial savings over uneducated servants, according to Dohm & Wyatt's (2002) research.

Higher education graduates, in every community, gain from advantages such as greater work opportunities, high incomes, reach to medical facilities, and the induction without proper and related educated field force, according to Dohm & Wyatt's (2002) research. The study recommended that educators employ realistic teaching techniques and fringes benefits & other such measures to transmit and foster inter connection of controlling, higher levels of the desired self-esteem, and academics performances in university learners'. According to the study, students can improve self-management skills and to more strengthened its inner willpower while attending college (Kanwal, 2013).

According to Naz (2013), universities in both sectors engaged in a variety of behaviours using a variety of strategies. There was a lack of effective cooperation between the university administration and the academic staff. According to Khan, F. (2012), the key predictors of customers' focus and happiness were management techniques, communication patterns, the working environment, infrastructure, and instructional procedures.

Study's Design

The type of this research study was descriptive. In-depth questionnaires and interviews were used to gather the data. A research project needs tools because they help collect reliable data from respondents. Tools utilized to collect data is interviewing the registrars of the selected institutions. 2. Interviews with the controller of the examinations.

Population & Sample

The sample consisted of three public institutions and three private universities that were chosen using purposive selection procedures, whereas the population of the research included all public and private universities in the province.

Analysis of Data

1- Interview with the Controllers of Examinations

Results Interpretation

There are benefits and drawbacks to the semester system, according to the respondents, but it serves the goals and objectives of colleges. In terms of academic accomplishments, it is equivalent to overseas universities. The respondents wholeheartedly agreed that the semester type of teaching is more suitable and efficient than that of the traditional approach. The respondents stated that the

semester system is not only a cutting-edge method of instruction and learning, but it also offers students the greatest number of possibilities for efficient learning and progressive exam preparation. All of the respondents concurred that the arrangements were good and that the facilities, whether they be physical or human resources, were enough and met the requirements for the exams.

66.6% of respondents from public sector institutions felt that the examination department staff members were satisfactory, however 33.3% disagreed. In contrast, just 33.3% of respondents from private institutions felt that staff members in the examination departments were accessible, while 66.6% did not agree and said there was a staffing shortfall. 100% of the participants that participated in a sampling discussion regarding the process of examination supervision stated that they adhered to established practices. Results regarding the standards for maintaining examination system secrecy; 100% of the sampled universities from both sectors stated that they adhere to every standard for maintaining examination system secrecy.

2- Suggestions made by the controller about improvements in exam:

Suggestions of controllers of examinations of public Universities are:	Suggestions of controllers of examinations private Universities are:
<p>The higher level examination system may be properly overseen by the appropriate authorities in order to boost up the standards. The controller office must receive notification from the departments at least one month before the test date so that they may make the necessary preparations. There may be extra members assigned to the examination segment.</p> <p>For higher level tests, the incentive policy for examiners and invigilators may be changed and amended.</p> <p>The examination staff may receive the necessary training for administering the test. The faculty members & in charge of the exams may have the appropriate training. The on-call staff and the exam controller should communicate often when tests are being administered. At the university level, there should be efficient internal assessment mechanisms to raise our educational standards.</p> <p>The Higher Education Commission should establish a centralized examination system for doctoral degree programs in partnership with all of the universities.</p> <p>A more objective and scientific assessment method has to be implemented at public institutions. Memorization and the use of a rote system in student evaluation should be discouraged.</p>	<p>The number of employees in the examination departments of private institutions has to be raised.</p> <p>The available workforce needs to have adequate training in exam-related topics. Faculty members who are serious and honest should be given supervisory positions.</p> <p>Incentives should be in place for the exam crew.</p> <p>Faculty members ought to be paid for their services as invigilators or supervisors. The evaluation procedure should be both subjective and objective in order to raise the bar.</p> <p>A centralized marking system ought to be part of the test system.</p> <p>Internal review procedures have to be constant throughout the semester.</p> <p>The curriculum need to serve as the examination process's cornerstone. A good monitoring system should be used to stop such unfair tactics.</p> <p>The exam crew may receive the necessary training for administering the test.</p> <p>The testing faculty members may obtain the required instruction. At the university level, there should be efficient internal review mechanisms for maintaining our test and educational standards.</p>
<p>To make exams more consistent, implement a central scoring system.</p>	<p>The higher level examination system may be checked by the controller time and again for bringing more refinement in exams.</p>

3- Interview with Both Sectors University Registrars Results Interpretation

University registrars' comments on the hiring practices of their respective sectors' sampling institutions. According to data, institutions in the public and private sectors hired faculty members as needed in accordance with HEC regulations. responses of the sampled regarding incentives to the evaluators of the researches policy. All responders from public and private institutions agreed that by adopting and adhering to the Higher Education Commission's standards and recommendations for academic job security, they give their staff members the maximum amount of practicable and required job security. It implies that personnel in both sectors of the institutions were given job security.

Universities in the public sector were 66.6% in agreement that their faculty evaluation process was standardized, whereas 33.3% of public universities had no such system in place. According to the replies from private sector institutions, only 66.6% of those having the needed skilled faculty assessment system, while 33.3% had a standardized faculty rating system. It demonstrates that the evaluation systems at public institutions are superior than those at private colleges. Universities from the public sector that were sampled adhered to the same processes when it came to faculty openings.

4. Suggestions made by the registrars about university improvements.

Public Sector Universities Registrars Responses:	Private Sector Universities Registrars Responses:
According to HEC rules, minimum requirement for MPhil/PhD registration must be 3.00 C.GPA, in case of semester mode of education or first divisional passing marks in annual.	Research scholars from private universities may be eligible for HEC scholarships.
The entrance requirements for MPhil/PhD programs must be NTS general or departmental and GAT GRE.	Libraries should be well-equipped for scholars.
At the time of higher level entrance, students are required to submit their research projects.	Universities may offer scholars access to international research journals.
For MPhil students and PhD candidates, there should be TWO publishing criteria for research articles and FOUR for PhD candidates.	In private sector universities, the number of supervisors may rise to expedite the supervisory process.
On a regular basis, seminars regarding research writing methods might be scheduled.	All academicians' and researchers' should have free access to the available research engines and repositories.
All research academics should have free access to all research websites online.	The courses should be current, up to date, and in line with international standards.
The courses offered should be up to date, contemporary, and in line with international standards. Timely completion of the recommended courses is required.	The proposed courses must be finished by the deadline.
The examination process might be streamlined and enhanced.	Systematizing and enhancing the examination process is possible.
There could be more scholarly publications.	Universities, the local-government, and HEC may offer incentives to researchers as well as supervisors to develop it.
Faculty members may receive promotions and awards based on the value of their research effort.	It's possible to add more scholarly journals.
	According to their contributions to university research, faculty members may be promoted and compensated.
	All research supervisors and academics should have free or inexpensive access to the internet as well as online research journals and libraries.

Conclusions

On The results of the data analysis led to the following conclusions: In terms of official appointments, staff selection, staff promotion, staff facilities, financial assistance provision, relations with the community, relations with HEC, HEC influence in administration, student admission, funds allocation, university timings, College affiliation, and meeting requirements, public sector universities performed just slightly better than private sector universities. Perhaps the reason is that public colleges were run and governed by a full-fledged and active body. Private universities were frequently run by a single person who was primarily in charge of all administrative, academic, financial, and staff-related issues, as opposed to public universities, which frequently had multiple stakeholders, officials, and authorities for the proper monitoring and control of the relevant departments.

Academic staff employees at public sector universities were shown to be happier than those at private sector schools due to a clear and consistent structure of progression and job stability. In a similar line, it was discovered that university professors employed by the public sector were happier than those employed by the private sector. Lecturers and professors at public universities had a greater social status than those from private sector institutions. The teaching staff at public universities was able to benefit from competitive salary packages, higher job security guarantees, and quick promotion procedures in contrast to private sector schools where all these problems were only very seldom addressed. The replies from universities in the public and private sectors differed significantly when it came to the administration of exams, the personnel assigned to administer them, the monitoring of exams, and the availability of physical facilities for both staff and students to use during exams. Compared to private sector institutions, state universities offered more resources, facilities, test

personnel, and supervisory staff. There was no discernible difference between private and public institutions as far as registrars were concerned; they both adhered to HEC rules in full.

The evaluation on the students' assignments showed a considerable change. In contrast to public sector institutions, the replies indicated that professors at private universities were giving research researchers appropriate criticism. Universities from the public and private sectors responded to questions concerning academic research journals' accessibility and available in a variety of forms. Universities in the public sector have greater access to and resources for research publications than those in the private sector. Giving the research scholars a timetable with all the steps for course work, the comprehensive test, research committee meetings, supervisor assignment, and submission of research synopses in advance, the research scholars should be made more comfortable. In both sectors of universities, internal politics and grouping issues have been noted, which has caused a delay in the boards of research committees approving synopses.

Numerous increases in the number of institutions, enrollment, and governmental investment on higher education are evidence of the sector's quick rise. The government of Pakistan is encouraging the private sector to grow at the same rate as public sector institutions in order to accommodate the rising demand for higher education. Seventy more private institutions been founded in the past decade as a result of the strong response from the private sector. It is urgently necessary to conduct a thorough examination of the quality assurance processes used by these DAIs' in light of the startling growth in their number. HEC has implemented a number of actions to promote quality assurance and a culture of quality in the higher education sector. This study and several other studies have acknowledged these efforts (Rasool, 2010; Naqvi, 2008).

Between instructors' experiences at public and private colleges, there was no discernible difference. This study was in direct opposition to (Gesinde and Adejumo, 2012), who discovered a major difference amongst instructors having low levels of experiences & those with high experienced levels. This research differs from that of (Ghafoor, 2012), which found in his findings that the experienced academicians are happier than those of less experienced ones. The study that found a substantial difference between professors and other titles is consistent with this one. When compared to other faculty members, professors had a lower level of job happiness since they were highly trained and experienced and would have expected considerably more, but other junior professors have equal levels of satisfaction in terms of those characteristics.

This study is consistent with that of (Shakir, 2007), which discovered that the majority of doctors of all ranks and educational backgrounds were not found to be content with their jobs as a result of an inadequate service structure and poor wages in the private sector.

Recommendations

1. To maintain standards, the higher level examination system should be properly overseen by the appropriate authorities. The number of employees in the examination departments of private institutions has to be raised.
2. Faculty members who serve as administrators or invigilators should be paid. To raise the standard of higher education in the nation, test questions for students should be both subjective and objective in nature.
3. To raise our educational standard, there should be efficient internal assessment mechanisms at the university level. For a successful accountability process, all examiners staff should be assigned from the related university instead of external.
4. Universities should make national and international research journals available to researchers. Private sector universities may also increase the number of supervisors to permit the scholars' research supervision.
5. All research facilities on campus and in libraries should provide free access to the Internet and online labs for research supervisors and academics in both sectors of institutions.
6. Research-related workshops and seminars should be held regularly for both sectors of universities in order to create the research culture and improve the competencies and skills of the researchers and research scholars.
7. Research papers and other research efforts should be taken into consideration when promoting faculty members.
8. There might not be any ethical violations among the university management and faculty. favoritism and nepotism.

9. Promotion, retention, and hiring procedures for university staff members should be transparent and not dependent on personal preferences.

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