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Comparison of Public, Private Schools and Deeni Madaris' Students Regarding Respect as Moral Adjustment in Society

Abstract *Respect means due regard for the rights of others, wishes and feelings on the behalf of their achievements, qualities and abilities. The study was cross-sectional in nature. The population comprised of principals, teachers, parents and students of all Public, Private schools and Deena Madras of Southern districts of Khyber Pakhtunkhwa, Pakistan. The key purpose of the study was to compare Public, Private schools and Deeni Madaris students regarding respect as a moral adjustment in society. The total numbers of (n=1500) respondents including "Principals, Teachers, Parents and Students" were taken as a sample through L.R. Gay Size rule of thumb. Convenient, stratified, simple random and disproportionate sampling techniques were used to gather data from the respondents. A statement regarding respect was developed on the six points following Likert type scale. Data was statistically analyzed through SPSS by using frequency and one-way ANOVA that provide important information for policymakers and the stakeholders. Results and conclusions were drawn. It was concluded that respect had a key role in the moral adjustment of all students in the society.*

Key Words: Respect, Comparison, Public, Private Schools and Deeni Madaris, Moral Adjustment, Society.

JEL Classification: HEC, HEC, HEC

Introduction

Basically, respect means to accept someone by building polite and better relationship with him or her on the behalf of praising character and manner; therefore, a respectful person needs to be very kind, thankful, polite and loving towards others so that society and a man whom he or she give respect accept him with good and worthy words so respect is the most powerful moral and ethical weapon to develop mutual love, peace, fair environment, reduce stress and create atmosphere and environment of cooperation as well as sympathy or empathy in society (O'Grady, 2017). It is the responsibility of heads (Principals), teachers, parents, elders and other community members to teach students the importance and value of respect in society by emphasizing to always follow positivity; forgive others for their mistakes, build patience and confidence in day to day dealing; choose honesty throughout your life while maintaining a positive relationship with others in the community and society. One of the key function of the home, institutions (schools) and educated well-advanced society is to inculcate respectful values in students so that students may practically follow and learn the concept of respect for their parents, teachers, elders, older and other people in the community or society (Goodman, 2019).

Respectful people are highly appreciated in the society due to their loving and polite attitude, towards others; respectful people are always cooperative and loyal; they are positive-minded and encourage their friends, relatives, neighbors and community members to be respectful and follow the formula of "give respect, take respect" in their lives. Respect is one of the key characteristics of value education which is highly focused and prioritized in advanced and quality well-reputed institutions.

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Therefore, true leadership qualities like patience listening, showing a positive attitude, moral maturity, sympathy, empathy and kindness are all possible due to the nature of respect (Renger, 2018). According to (Collins, 2017), respectful people always act respectfully and listen to others opinions with high patience without creating any hurdle or disturbance; respectful people are mostly free of stress, depression, frustration, conflicts, enmity, fighting, hatred and war but they always try to create fair and friendly environment everywhere. (Ellemers et al., 2013) revealed that it is highly essential for students to make respect the permanent part of their lives, behavior and attitudes to get success and ensure moral adjustment in society as well for the special feedback of their parents, teachers and elders is also very mandatory.

Literature Review

(Corzo & Castañeda, 2017) described that respect plays a significant role in the moral adjustment of students in the society because the qualities like courtesy, trustworthiness, empathy, wisdom, courage, authenticity are all directly related with respect; so respect and all the said qualities are concomitant therefore, students are highly emphasized to make respect permanent part of their lives, body, mind and soul which is essential of proper moral adjustment in society. (Gregory, 2016) narrated that respectful students never discriminate among others; they do not show disrupt behavior in society. Respectful students are highly more punctual, tolerant and regular. They always appreciate the courtesy and loving nature or attitude towards others while living in society. (Macías & Sánchez, 2015) pointed out that respectful people create a welcoming collaborative environment in their classrooms and they learn from day to day happenings and incidents occurring in society; respectful people discourage hatred, negativity and their consistency power is quite developed. Respectful men are very dutiful and their self-awareness quality is also developed due to which they are morally adjusted in society.

According to (Martínez-Scott, Monjas-Aguado & Torrego-Egido, 2017), men of respect are all the time thankful, they are fully satisfied in their lives and they are accepted among their friends, relatives, neighbors, community members, peers and teachers. (MOE, 2010) described that the education system manages such curricular activities for students so that they be able to become polite and get moral and civics values. According to (UGC, 2010), in India too, the courses are modified and focus is given on their adjustment in society and other civics values. (Van-Quaquebeke & Eckloff, 2010) asserted that (Dalton & Crosby, 2010) explained that respectful students mostly show better academic achievement and quality learning performance due to their close association with their teachers; talented teachers appreciate their respectful students and give them fulltime feedback in their academics or learning activities. (Canute & Thompson, 2018) found that respectful students are polite, loving, caring, cooperative and courteous; and they are socially, morally and psychology developed in the society.

(Munévar-Quintero & Giraldo-Quintero, 2015) revealed that educational institutes are trying its best to initiate a program to promote character building and respect in students, for respect is the prophet quality and one of the important functions of schools and colleges is to inculcate moral values and respect among students to make them good citizens and true patriotic Pakistani.

Objectives of the Study

The key objectives of the study were:

- To distinguish students of Public-School regarding respect as a social adjustment in society.
- To know students of Private School regarding respect as a social adjustment in society.
- To examine Deeni Madaris' students regarding respect as a social adjustment in society.
- To compare Public, Private Schools and Deeni Madaris' students regarding respect as a social adjustment in the society.

Research Questions

- Are the students of Public Schools are morally adjusted on the basis of their respected behavior

in the society?

- Are the students of Private School are morally adjusted due to having respect in their behavior in the society.
- Are the students of Deeni Madaris are morally adjusted due to having respectful behavior in the society?
- Is there any comparison among Public, Private Schools and Deeni Madaris students regarding respect as a moral adjustment in the society?

Significance of the Study

There are certain significances of the study for others to get proper insights from the results of the study:

- The study is significant to improve and strengthen society on behalf of respect.
- The study is very important for all students to treat and deal with others politely, lovingly and respectfully by adopting a respectful attitude in society.
- The study is very helpful for all students to morally adjust themselves in society.
- The study is quite vital for parents, teachers, elders, and other community members to emphasize students for practical implementation and adaptation of respect in their lives and society.
- The study is significant for those students who have been deprived of the quality like respect in society.
- The study is very significant for the government, education department, parents and teachers to aware students about give respect and take respect tactics to enhance and positively polish society toward prosperity and development.

Research Methodology

The study is cross-sectional in nature. Survey method was adopted for conducting the study. The main aim of the study is to see the adjustability of the students of private, public and Deeni Madaris due to having respect in their behavior. All the principals, teachers, parents and students of public, private and Deeni Madaris constituted the population of the study which is reflected in Table 1 which shows that Public, Private Secondary schools and Deeni Madaris students of Southern districts in Khyber Pakhtunkhwa including (Bannu, Lakki Marwat, D.I.Khan, Tank, Kohat and Karak) were the populations of the study. The total numbers of respondents including (Principals, Teachers, Parents and Students) according to the constitution (25th amendment) act/KP/Section 6/Chapter-II/Land Govt. of KP Board of Revenue & Estate Department Peshawar/dated:19.07.2018 were (N= 405957) in which Public schools respondents were 148995, Private school respondents were 82784, and Deeni Madaris respondents were 174178 respectively.

Table 2 denotes that the total numbers of (n=1500) respondents including (Principals, Teachers, Parents and Students) were taken as sample out of the total population (N= 405957) respondents by applying L.R. Gay Sample Size rule of thumb to determine the sample size for the current study for generalization of findings towards the population, for which disproportionate, convenient (judgmental), simple random and stratified sampling techniques were used for taking of a sample from the respondents to generalize the results towards the population of the study and to attain the desired objectives of the research study.

Data was collected through six points Likert type scale of options Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree and Strongly Disagree carrying values 1, 2, 3, 4, 5, 6 respectively. The data was delimited only to male respondents (Principals, Teachers, Parents and Secondary school and Deeni Madaris students). The self-explanatory tables of population and sample are as under:

L.R.Gay Sample Size Rules of Thumb (Formula)

Population	Sample Size
< 100	Entire Population

Population Equal/Approximately Equal to 500	50 % (250)
Population Equal/Approximately Equal to 1500	20% (300)
Population Greater/More than 5000	500

Table 1. Target Population of the Study

Districts	Categories of Institutions/Schools											
	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
Kohat	49	917	16537	14800	32	750	6500	5010	50	155	5330	4200
Karak	54	1007	13425	11010	37	875	8010	6050	106	370	10459	9010
Bannu	58	1029	15056	13000	40	800	10011	8020	193	888	25742	24000
Lakki	57	923	14386	13060	39	883	8300	7070	171	604	19533	18180
D.I.Khan	78	1214	13785	11050	68	910	9073	7035	171	526	21888	20190
Tank	26	421	4038	3015	16	210	2015	1030	61	159	6842	5350
Sub Total	322	5511	77227	65935	232	4428	43909	34215	752	2702	89794	80930
Total	148995				82784				174178			

Source: Constitution (25th amendment) act/KP/Section 6/Chapter-II/Land Govt. of KP Board of Revenue & Estate Department Peshawar/dated: 19.07. 2018.

Table 2. Sample of the Study

Districts	Categories of Institutions/Schools											
	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
District Kohat	3	15	50	15	3	15	50	15	3	15	50	15
District Karak	3	15	50	15	3	15	50	15	3	15	50	15
District Bannu	3	15	50	15	3	15	50	15	3	15	50	15
District Lakki Marwat	3	15	52	15	3	15	52	15	3	15	52	15
District D.I. Khan	3	15	50	15	3	15	50	15	3	15	50	15
District Tank	5	15	50	15	5	15	50	15	5	15	50	15
Sub Total	20	90	300	90	20	90	300	90	20	90	300	90
Total	500				500				500			

Validity of Instrument

Content and face validity of the instrument was used with the advice of supervisor and experts for validity. After checking by professionals, the questions were rearranged and unnecessary questions were omitted.

Reliability of Instrument

The split-half reliability was used to analyze and assess the internal consistency of the research instrument thereby using Cronbach’s alpha to determine the internal consistency among the different

measures of the study. The Cronbach’s alpha result was reliable and acceptable as shown in the table below:

Reliability Statistics	
Cronbach’s alpha	No. of Items
0.871	15

Data Collection

The item was developed for taking the opinion of different stakeholders i.e. principals, teachers, parents and students regarding the adjustability of the students in terms of respect in society. The researcher ensured the content and face validity of the item under the kind supervision of the supervisor and other professionals; and statement was properly rearranged.

Delimitations of the Study

The study was delimited to male respondents (Principals, Teachers, Students and Parents) of six districts (Kohat, Karak, Bannu, Lakki Marwat, D.I.Khan and Tank) in Southern division of Khyber Pakhtunkhwa only.

Data Analysis

Data was entered into SPSS. Frequency and one-way ANOVA were used to statistically analyze the data. The frequency table provides the variation in the respondents’ responses regarding respect as moral adjustment of students in society from various dimensions such as Public, Private schools and Deeni Madaris.

Results

Table 3 shows that out of (n=1500) respondents, 60 respondents are Principals, 270 respondents are teachers, 270 respondents are parents and 900 respondents are students. Overall, 219 respondents provide Strongly Agreed responses, 682 Agreed responses, 191 Slightly Agreed responses, 158 Slightly Disagreed responses, 136 Disagreed responses and 114 Strongly Disagreed responses about the statement regarding “Respect”. The above table is self-explanatory and the decision can be made in a variation of the responses wherein the majority of the respondents have shown their agreement with the statement that their students respect others due to which they can morally adjust in society.

Table 3. Respect (Frequency)

Statement	Respondents	Institutions/ Schools	Responses of Respondents					Sub Total	Total	
			Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree			Strongly disagreed
Our students respect others in society	Principals	Public School	5	7	3	2	1	2	20	60
		Private School	3	9	2	2	3	1	20	
		Deeni Madaris	2	6	4	3	3	2	20	
	Teachers	Public School	19	39	12	8	7	5	90	270

	Private School	18	34	15	14	5	4	90	
	Deeni Madaris	23	28	16	10	8	5	90	
Parents	Public School	20	36	13	8	7	6	90	
	Private School	16	40	16	8	6	4	90	270
	Deeni Madaris	23	32	11	10	8	6	90	
Students	Public School	24	189	28	20	23	16	300	
	Private School	23	133	36	34	36	38	300	900
	Deeni Madaris	43	129	35	39	29	25	300	
Total		219	682	191	158	136	114	1500	1500

Table 4 reveals that the Mean value of teachers is maximum i.e. 35.272 with the significant value (.000) and after that the Mean value of students i.e. 21.868 with the significant value (.000), then principals 21.583 with the significant value (.000) and at last parents i.e. 19.380 with significant value (.000). So it is clear from the findings that the perceptions of teachers regarding their children studied in the public, private schools and Deeni Madaris having a significant influence in the society. Overall results elaborate that the p-value is less than 0.05 for all four groups under study which means that there is a significant group Mean difference in responses of the respondents about the statement related to the moral adjustment of the students in society. So it is interpreted that these results are generalizable.

Table 4. Respect (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Principals	Between Groups	107.916	5	21.583	40.164	.000
	Within Groups	802.828	1494	.537		
	Total	910.744	1499			
Teachers	Between Groups	176.359	5	35.272	80.663	.000
	Within Groups	653.291	1494	.437		
	Total	829.650	1499			
Students	Between Groups	109.341	5	21.868	42.121	.000
	Within Groups	775.642	1494	.519		
	Total	884.983	1499			
Parents	Between Groups	96.898	5	19.380	44.146	.000
	Within Groups	655.846	1494	.439		
	Total	752.744	1499			

Discussion

According to the previous studies, respect is highly important for students to adopt to morally adjust in society. (Ellemers et al., 2013) found that the key aim of students schooling whether at home or in school is to learn a life routine full of respect and ethics. (Leary & Baumeister, 2000) described that parents and teachers are highly responsible for motivating students toward the concept and practical adaptation of respect throughout their lives. Modern studies also emphasised on students to be the men of respect so that their schooling at homes and schools may be true evidence to learn respect for everybody in society as morally adjusted personality everywhere (Spears, Ellemers, & Doosje, 2005).

In this study, the researcher highlighted the fact under discussion in the light of statistical results that teachers are highly serious regarding students' schooling and motivation toward respect in their practical lives. On behalf of teachers' keen interest and instigation of students to always adopt the formula "Give respect and take respect", students' respectful attitudes develop. In this regard, parents are not found too much serious to motivate their children to respect others in society.

According to ([García-Moya, Moreno & Brooks, 2019](#)), respectful people are highly authentic; they express positive appreciation and views; they are very honest and tactful. Respectful people better know their priorities in their lives. ([García-Moya, Brooks & Moreno, 2019](#)) elaborated that it is the responsibility of home and school (institution) to practically develop respect in students so that respectful students may think ahead, inspire others, show good memories, express their strong ideas, opinions and maintain positive as well as attractive interaction with others in society. ([Čiuladienė & Raudeliūnaitė, 2015](#)) found that respectful people usually acknowledge others' dignity; they always apologize when they are wrong by chance and simply say polite words like sorry, how sad and so on and this attitude indicates their level of respect. ([Goldson, 2018](#)) found that respectful people trust their guts and they respectfully shared their assets. Respectful people respect those who are in trouble and difficulties; respectful people are willing to compromise on the behalf of their developed polite nature i.e. respect.

([Cureton, 2013](#)) described that respectful students are authentic listeners. They listen to their parents, teachers and elders. They never kill their time and they do not tell lie. Respectful students happily accept responsibilities handover to them by their parents, teachers or elders; and they technically handle all matters in the society. ([Zinkin, 2017](#)) explained that respectful men are trustworthy and trust on others anywhere they live. Respectful people are highly devoted people and they share their generosity for the well-being of others. Respectful people never gossip but they openly express their ideas and views. They are good and successful decision-makers in society due to which they are morally adjusted in society. ([Ware, 2014](#)) stated that respectful people are better planners to maintain their respect in society. They remember people with their complete names and they avoid contradiction. Respectful students are not stubborn. ([Timmons & Johnson, 2015](#)) found that respectful people are fluent and firm; their focus is always on quality not on quantity. ([Scholtz, 2015](#)) asserted that respectful people always express their love towards others. ([Seglow, 2016](#)) described that respectful people mostly use polite, meaningful words like excuse me, please, sorry, God bless you, thank you and so on which indicates their level and standard of respect towards others in society.

([Friedman, 2018](#)) found that respectful people are very kind, useful for others; they act respectfully and give high preference to tolerance so that they may easily implement and adopt all the rules, regulations and principles in their lives and society that are directly associated with respect. ([Wood, 2010](#)) mentioned that it is mandatory to maintain one's own integrity; positivity, encouraging others, finding people for doing the right things and holding truth are all the key symbols of respect that are very important for students, teachers, and other community members in the society.

Conclusions

This study explored and further highlighted the main issue of students' "respect" from various aspects such as Principals, teachers, parents and students hailing from Public, Private and Deeni Madaris. The application of "frequency tabulation and one way ANOVA" provides significant information in deciding and reaching the conclusion; likewise most of the respondents have shown their agreement that the students from all the institutions whether Public, Private and Deeni Madaris are highly respectful regarding their moral adjustment in society that is also validated over the Group Mean differences by using the application of variance that confirmed that there is significant Group Mean difference pertaining respect of the students which support them to morally adjust in society. The key factor behind it is the instigation of parents, principals and teachers towards the students to nurture their respect to adjust them in society to become moral individuals in society. These encouragement and motivation inspire students to focus on their key objectives of attaining their academic and moral status

in the institution and society as well.

In the light of institution wise comparison, the Principals and teachers of Public and Private schools are more interested in motivating students to respect others in society as compared to the Principals (Muhtamim) of Deeni Madaris. Likewise, the ratio of Public and Private school students' parents is similar or equal regarding motivating students to respect others in society. In the same way, the students of Public and Private schools show more respectful and polite attitudes as compared to the students of Deeni Madaris. The ratio of Deeni Madaris Principals, Teachers, Parents and students is low regarding the statement of students' respect as a moral adjustment in society.

To sum up, respect plays a vital role in the social, moral, economic, intellectual, cultural, educational and emotional development of students. Parents, teachers, principals, elders, older and other educationally mature community members are responsible for the students' motivation towards respect and students have right over them to learn a lot about respect from them in a true sense so that they may be able to morally adjust in society.

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