



Perception of Parents about the Role of Private Schools in District Jhang, Pakistan

Nasir Abbas Sarwar, Babak Mehmood and Syed Muhammad Abbas Rizvi*

Department of Sociology, University of Sargodha, Sargodha, Pakistan
makram_0451@yahoo.com

Available online at: www.isca.in, www.isca.me

Received 9th September 2015, revised 17th December 2015, accepted 4th March 2016

Abstract

This paper investigates the perception of parents about the role of private schools in district Jhang. Budget used for betterment of education is believed as an investment for the development of human being. Due to badly failure of government in arranging for the Education, the Elite Class Education System or private school system in Pakistan sprang up very quickly. Present research was managed to examine the perception of parents about the part of non-public schools in district Jhang. The universe of the present study was District Jhang. The respondents of the study were parents of students of private institutions. Multistage sampling techniques were used for data collection. The total sample size was comprised of 420 respondents. It is found that privateschools have a positive impact on academic performance of children in Pakistan. It is further investigated that parents have the positive attitude towards the role of private schools due to their better facilities, discipline, learning outcomes and infrastructure. It is suggested that government should also upgrade the public schools for the improvement of quality of education among the masses.

Keywords: Private schools, Education system, Cost on education.

Introduction

Education is the most critical element which assumes a main part in human improvement. It advances an imaginative and educated citizenry and makes open doors for the socially and monetarily discouraged class of society. Globalization has made monetary life more contender and requesting, making human mastery improvement more critical¹. Education is a critical determinant of financial and social improvement of a country. Nature of education in a nation implies the nature of its human asset improvement. Consumption on training is considered as an interest in human asset refinement. The Nonpublic education sector has a significant role in the delivery of education at elementary level. In the latest census, report about private education sector indicates that there are 36,096 private schools in the Pakistan. Of these, 93% are in the common category. Out of which 93.5% are giving primary and elementary education. It is guessed that private schools account for 28% of total enrollment. Evidence suggests that the private sector is expanding its share in service provision. Approximately 61% of the total private institutions are located in urban areas whereas 39% are in rural areas¹. Private schooling, in a variety of its guises, is an important attribute of education systems across the world. The existence of a private education segment generates the possibility for parents to opt their children out of state provided education². Public and private schools differ in their administration and conditions for teaching and learning. While public schools are fully dependent on the state for their finances and their administration, private schools depend more on student fees and private charity, and only occasionally on the state for additional support³.

Methodology

We can defined methodology as the scientific methods and procedures which are used for data collection, information and its analysis as well as its interpretation. In this study multistage random sampling technique was used, because it is an appropriate technique for drawing sample from large population with limited time and cost. The present study was conducted in Jhang city. There are sixteen private collages in the Jhang city. The sample of the study was 420 parents whose children are studying at private collages. At the first stage six private institutions were selected randomly out of sixteen institutions. At the second stage 70 parents from each school were interviewed randomly. For the purpose of quantitative analysis, data was collected through well-organized interview schedule consisted of both close end and open ended questions regarding the research objectives. Every interviewing schedule was checked and edited by the researchers. It was done to see the completeness, accuracy, and uniformity, because it was very difficult to approach any respondent in the latter stage. Descriptive analysis such as frequency distribution, percentage distribution and cross tabulation was made by using SPSS (Statistical Package for Social Sciences) to describe the data.

Results and Discussion

Table-1 show that little less than one third i.e. 31.7 percent of the respondents belonged to age up to 40 years, while i.e. 46.2 percent a major proportion of respondents belonged to age 41-50 years and 22.1 percent of the respondents had above 50

years. Mean age of the respondents was 43.75 years with standard deviation 8.02 years. Its mean majority of the respondents belonged to middle age group. It is also found that only 6.7 percent of the respondents were illiterate, while 20.2 percent of the respondents were under matric, 43.6 percent of the respondents were matric to graduation and 29.5 percent of them were post graduate and above level of education. Data reveals that only 8.3 percent of the respondents reported that they were

got their education from private institute, while a huge majority i.e. 85.0 percent of the respondents told that they get their education from government institute. Data shows that 17.4 percent of the respondents were laborer, while 21.2 percent of them were businessmen. About 25.7 percent of the respondents were doing private jobs, 22.4 percent of them were government employees and 13.3 percent of the respondents belonged to any other occupations.

Table-1
Socio economic characteristics of the respondents

Detail	Frequency	Percentage
Age of the respondents (in years)		
Up to 40	133	31.7
41-50	194	46.2
Above 50	93	22.1
Qualification		
Illiterate	28	6.7
Under Matric	85	20.2
Matric-Graduation	183	43.6
Post graduate	124	29.5
Educational institution of parents		
Private	35	8.3
Government	357	85.0
NA (Illiterate)	28	6.7
Occupation		
Labor	73	17.4
Businessman	89	21.2
Private employee	108	25.7
Govt. employee	94	22.4
Any other	56	13.3
Income (Rs.)		
Up to 20000	93	22.1
20001-35000	180	42.9
Above 35000	147	35.0
Total No. of children		
1-3	145	34.5
4-5	149	35.5
Above 5	126	30.0
Fees (PRs.)		
Up to 1000	206	49.0
1001-2000	21	5.0
2001-4000	62	14.8
Above	131	31.2
Total	420	100

Table-2

Distribution of the respondents according to their opinion about the reasons for the selection of private school

Statement	To some extent		To a great extent		No at all	
	F.	%	F.	%	F.	%
Better quality of education	147	35.0	259	61.7	14	3.3
Be good social environment	164	39.0	242	57.6	14	3.3
Better basic facilitation light, water, toilet	128	30.5	264	62.9	28	6.7
Status symbol	157	37.4	156	37.1	107	25.5
Provision of computer education	215	51.2	117	27.9	88	21.0
To participate in extracurricular activities	176	41.9	117	27.9	127	30.2
Better opportunities of employment	212	50.5	107	25.5	101	24.0
Good wage earning	195	46.4	100	23.8	125	29.8
Character development	168	40.0	205	48.8	47	11.2
Religious training	234	55.7	102	24.3	84	20.0
Confidence level building	87	20.7	263	62.6	70	16.7
More disciplined learning environment	143	34.0	223	53.1	54	12.9

Table-1 reveals that 22.1 percent of the respondents had up to Rs. 20000 monthly income, while a major proportion i.e. 42.9 percent of the respondents had Rs. 20001-35000 monthly income and little more than one-third i.e. 35.0 percent of them had above Rs. 35000 monthly income. According to Ijaz⁴ Socio-economic factors of family life directly and indirectly affected the education of its members. We cannot neglect any aspect as these are directly and strongly interrelated with each other. Similarly Alderman⁵ referred to the 'global evidence that many low-income households showed their consent for private schooling even when public alternatives were available. It is found that 49.0 percent of the respondents reported that they paid up to PRs. 1000 fees of their children in private school, while 5.0 percent of them paid PRs. 1001-2000 monthly fees, 14.8 percent of them paid PRs. 2001-4000 and 31.2 percent of them paid above PRs. 4000 monthly fees in private schools. Similarly James and Dixon⁶ found that many low-income families in India make substantial sacrifices to send their children to private schools, and as a result, private schools are in high demand.

Table-2 presents the respondents' opinion about the reasons for the selection of private schools. Little more than one-third i.e. 35.0 percent of the respondents were agreed 'to some extent' and a majority i.e. 61.7 percent of them were agreed 'to a great extent' that the private schools had better quality of education. More than one-third i.e. 39.0 percent of the respondents were agreed 'to some extent' and a majority i.e. 57.6 percent of them

were agreed 'to great extent' that the private schools had good social environment, while only 3.3 percent of them were never agreed with this opinion. Slightly less than one-third i.e. 30.5 percent of the respondents were agreed 'to some extent' and a majority i.e. 62.9 percent of them were agreed 'to a great extent' that the private schools had better basic facilities i.e. light, water, toilet etc. About 37.4 percent of the respondents were agreed 'to some extent' and 37.1 percent of them were agreed 'to a great extent' that the private schools are the status of symbol, while 25.5 percent of them were never agreed with this opinion.

Little more than a half i.e. 51.2 percent of the respondents were agreed 'to some extent' and 27.9 percent of them were agreed 'to a great extent' that the private schools had provision of computer education, while 21.0 percent of them were never agreed with the private schools had provision of computer education. A major proportion i.e. 41.9 percent of the respondents were agreed 'to some extent' and 27.9 percent of them were agreed 'to a great extent' that the private schools arranged extracurricular activities, while 30.2 percent of them were replied negatively about this facility. About a half i.e. 50.5 percent of the respondents were agreed 'to some extent' and 25.5 percent of them were agreed 'to a great extent' that the private schools had better opportunities of employment, while 24.0 percent of them were replied negatively about this opinion. Education is the main and vital weapon for bringing about desirable change in the behavior of an individual⁷.

Table-3
Distribution of the respondents according to their perception about the preference for choosing private schools

Preference for choosing private schools	To some extent		To a great extent		No at all	
	F.	%	F.	%	F.	%
Good teaching environment	151	36.0	248	59.0	21	5.0
Individual attention	178	42.4	217	51.7	25	6.0
Monitoring about Children academic assessment	166	39.5	218	51.9	36	8.6
Skill formation of the children	160	38.1	172	41.0	88	21.0
Confidence building of the children	158	37.6	232	55.2	30	7.1
Better opportunities for parents-teacher meetings	192	45.7	171	40.7	57	13.6

Less than a half i.e. 46.4 percent of the respondents were agreed 'to some extent' and 23.8 percent of them were agreed 'to a great extent' that the private schools had good wage earning, while 29.8 percent of them were against of this perception. It is found that 40.0 percent respondent were agreed to some extent ,48.8 percent were agreed to a great extent that private schools play a better role in character development while 11.2 percent of the respondents were not agreed about this. Opinion about the role of private schools for religious training was 55.7 percent to some extent and 24.3 percent was to a great extent while 20.0 percent were not agreed. From the respondent, private schools play a role in confidence level building, 20.7 percent were agreed to some extent while 62.6 percent to a great extent and 16.7 percent were not agreed. Little more than one third i.e. 34.0 percent of the respondents have opinion to some extent and 53.1 percent to a great extent that private schools have more disciplined learning environment. 12.9 percent were not agreed with this.

Table-3 shows perception of the presents about the selection of private schools for their children. It is found that more than one third 36.0 percent of the respondents were agreed some extent that they preferred private schools for their children due to the good teaching environment and 59 percent of the respondents were agreed great extent that they preferred private schools for better teaching environment. Mostly parents want their children to have as much personal attention as possible at school. Smaller enrollment and staff allow private schools to focus on every aspect of students' lives in private schools. Data exhibited that 42.4 percent of the respondents were agreed some extent that they choose the private schools for their children due to individual attention on the children and more than half of the respondents 51.7% were agreed great extent that they prefer to educate at private schools due to individual attention on the children. About 39.5 percent of the respondents were agreed 'to some extent', and slightly more than a half i.e. 51.9 percent of them were agreed 'to a great extent' that the private school had

good monitoring system, while 8.6 percent of them were never agreed with the private schools' monitoring system. Heibutzki, and Demedia⁸ also pointed out that an average one counselor for every 415 students in public educational institution and in 5:1 ratio at many private schools. As a result, private school counselors can focus on helping students academically, particularly those going to college. More than one-third i.e. 38.1 percent of the respondents were agreed 'to some extent', and 41.0 percent of them were agreed 'to a great extent' that the private schools had good skill formation, while 21.0 percent of them were not agreed that the private schools had skill formation.

More than one-third i.e. 37.6 percent of the respondents were agreed 'to some extent', and a majority i.e. 55.2 percent of them were agreed 'to a great extent' that the private schools had confidence building among students, while 7.1 percent of them were never agreed with this opinion. A substantial proportion i.e. 45.7 percent of the respondents were agreed 'to some extent', and 40.7 percent of them were agreed 'to a great extent' that the private schools were arranged parent-teacher meetings, while 13.6 percent of them were never agreed with this opinion.

Conclusion

By all discussion we can conclude that private education is surely here to stay, and it should be allowed to flourish and expand. But private education should not be seen as a solution for the education sector problems that we face. Private education is not the solution for our national education problems and the fact that private education is "better" than the current public sector education should not be taken as a reason for discarding public sector, rather it should be seen as a challenge for the public sector: we have to get the public sector in order. Rather than lessen the pressure on government, rather the research gives us even more reason to increase the pressure on government to improve the quality and extent of provision of public education. If we are to address the problems of the

education system in Pakistan, there seems to be a need for advocacy for creating a movement for demanding quality from the public sector education system.

References

1. Kazmi S.W. (2005). Role of Education in Globalization: A Case for Pakistan. *SAARC Journal of Human Resource Development*.
2. Green F., Machin S., Murphy R. and Zhu Y., (2010). The Changing Economic Advantage from Private School. Published by Centre for the Economics of Education, London School of Economics, Houghton Street, London WC2A 2AE.
3. Hofman R.H., Hofman W.H., Guldmond A. and Dijkstra A.B. (1995). Variation in effectiveness between private and public schools: the impact of school and family networks. *Educational Research and Evaluation*, 2(4), 366-394.
4. Ijaz K. (1995). Sociology of Maternity and Child Health: some observations in the context of Pakistan, Department of Rural Sociology, University of Agriculture, Faisalabad-Pakistan.
5. Alderman H.J. Kim and Orazem P. (2003). Design, evaluation, and sustainability of private schools for the poor: The Pakistan urban and rural fellowship school experiments, *Economics of Education Review*, 22(3), 265-274.
6. James T. and Dixon P. (2007). Private Education for Low-Income Families: results from a global research project, in Prachi Srivastava and Geoffrey Walford (Eds.), *Private Schooling in Less Economically Developed Countries*, Oxford.
7. Khan S.A. (2005). Introduction to extension education. In: Memon, R. A. and E. Bashir (eds.). *Extension Methods* (3rd ed.). National Book Foundation, Islamabad. 3-32.
8. Heibutzki R and Media D. (2015). The Advantages of Private School Education. Accessed date 17-05-2015. <http://everydaylife.globalpost.com/advantages-private-school-education-7028.html>.