

Evaluative Study of Private Schools of Pakistan: A Survey of Sindh

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ABSTRACT

Purpose: This study evaluates mainly behaviour of parents, students, teachers and officers; the four most important pillars of private schools. Specific objectives are to: know the actual position of education in Private Schools of Sindh; identify the role of parents, officers, teachers and students towards the promotion of the private schools and suggest the ways and means to raise the standard of education in private schools.

Literature review: The private schools are believed to be the symbol of better education, strict discipline, hard working, cooperation, mutual understanding and charming future. **Methods:** The data have been collected from parents, officers, teachers and students. The literature was reviewed and nine categorical variables were identified. A sample of 360 students, 220 teachers, 220 parents and 80 officers from 90 schools was randomly selected. Four different types of questionnaires were developed and analyzed qualitatively and quantitatively. **Conclusion:** It was found that the stake holders remained satisfied with quality and quantity of private school teachers, performance of students (quality of education), cooperation by parents, quality of textbooks and English as a medium of instruction. They remained dissatisfied with supervision by officers, school building, facilities, admission and monthly fees. **Suggestions:** The suggestions are given at the end of research paper.

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Keywords: Private Schools of Pakistan; Sindh; Behavior of Parents; Students; Teachers and Officers

1. INTRODUCTION

Private schools are independently governed by society, philanthropists or N.G.Os at local or national level. They are free to select their students on merit and generate funds by charging tuition fees. They do not depend on government funds. The talented students can get scholarships here (<http://en.wikipedia>). All the schools were private before the advent of public education. They were administered by trusts for the welfare of people or for the commercial purpose earning profit for the owners (<http://www.answers.com>). McCormick, Moore and Yandle (1994:224) described that higher incomes, larger population and more education lead to larger demand and supply for private education.

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The private schools are famous for systematic and organized education. Lubienski and Lubienski (2006:651) explained that private school students have typically scored higher than public school students on standardized tests. For that these schools charge heavy admission and monthly fees. Though they charge heavy fees but almost all parents are satisfied. Parents, rather than to send their children to Government Schools, where education is free, prefer to put their children in private schools. Schneider and Buckley (2002:133) notified that the ability of parents to choose their children's schools is growing. Honingh and Oort (2009:1) pointed out that organizational behavior of employees in public sector and private sector organizations differs. Wilkinson and Yussof (2005:362) stated that the teachers in the private sector are paid less and have less academic prestige but they are regular, punctual and sincere to their cause. If any teacher is found to be irregular, the head master fires him on the spot. The mutual understanding, better planning, organisation and supervision of head masters is found to be the contributory factor towards students' better performance at school and parents' satisfaction in private schools. Positive role of stake holders play a key role in the promotion and development of education of private schools. Due to that we want to conduct this study to check it from the data of Sindh province.

Research Question: How the stake holders of private education in province of Sindh behave.

Thesis Statement: The stake holders of private education in province of Sindh behave positively towards the modern education.

Main objective of this study is to evaluate behaviour of parents, students, teachers and officers – the four most important pillars of private schools, whether they like private schools or not, whether they consider it positive or not, whether the performance of private schools is satisfactory or not. **Specific objectives** are to: (i) know the actual position of education in Private Schools of Sindh; (ii) identify the role of parents, officers, teachers and students towards the promotion of the private schools; (iii) suggest the ways and means to raise the standard of education in private schools.

Hypotheses:

H⁰1: The actual position of education in Private Schools of Sindh is not satisfactory.

H⁰2: The role of parents, officers, teachers and students towards the promotion of the private schools is positive.

The scope of research is limited in terms of objectives and area of inquiry and is confined to Private Schools of Sindh. **Organization** of remaining study is as under: section 2 gives details of literature review. Section 3 details research methodology. Section 4 gives the data analysis and findings. Section 5 gives details of discussion and conclusions and finally section 6 suggests for improvements.

2. LITERATURE REVIEW

The history of private education is as old as the history of man. The education started when the first man took birth on the earth. His way to learn drinking, eating, speaking, walking and communicating through symbols, signs and words, giving birth to offspring, looking after kids and taking measures to keep him safe from enemies etc is the actual form of learning and getting education. With the passage of time man's experiences also began to increase and he gave a shape to systematic training. This systematic and organized form of training at home and in the society is perhaps the historical beginning of private education and schools. Education is the modification of behavior through learning and experience. The process of education does not only start when a child first attends school. The real education begins at home. It is not compulsory that a child acquires knowledge from a teacher. Child can learn from parents, family members and even an acquaintance. Bräuninger and Vidal (2000:388) argued that education is at the crossing of three institutions, the Market, the Family, and the State. In the presence of borrowing constraints the Market fails to provide education. In that case the Family and the State are crucial for the provision of education. Long ago, there

was no system of education in Sindh at public and private level. But the rich and wealthy people and ministers used to appoint famous teachers, who taught and trained their children at their homes. During that time there was no prescribed book or curriculum but teacher used to teach logic, wisdom, history and philosophy as per his knowledge and experience. That system of education was a teacher centered educational system. It was the first form of private education.

The rulers mostly encouraged religious fundamentals to make their politics strong. It became customary for the beneficiaries of religion to impart the same education and training to their followers, which they had received from their fore fathers. In this way, besides those rich people, there was this religious community, which imparted education. In this way those well wishers who loved religion opened several religious institutions for the education of common people. These institutions gave only religious education without any cost. This type of education flourished and gave birth to private schools. With the beginning of British period the systematic education took birth in this area and schools coordination began to work. To encourage this system, the well wishers played an active part to support British Government. To support education they opened many charity schools. At present 9122 registered and 1543 unregistered private schools are working in Sindh Province (<http://www.interface>).

Table-1: Registered and Unregistered Schools in Sindh Province

SN	District	Private schools	
		Registered Schools	Unregistered Schools
1	Karachi	5,359	563
2	Hyderabad	878	336
3	Sukkur	222	25
4	Mirpurkhas	307	56
5	Khairpur	441	65
6	Larkana	140	67
7	Benazirabad (Nawabshah)	217	35
8	Ghotki	192	62
9	Jamshoro	128	31
10	N. Feroze	131	24
11	Dadu	107	34
12	Badin	132	27
13	Sanghar	201	32
14	Thatta	94	15
15	Matari	39	08
16	Tando Muhammad Khan	42	07
17	Tando Allahyar	79	16
18	Umerkot	79	44
19	Mithi	79	16
20	Kambar Shahdaktot	60	10
21	Shikarpur	63	30
22	Jacobabad	67	09
23	Kashmore Kandhkot	65	31

Source: <http://www.interface.edu.pk/students/Feb-10/Sindh-unregistered-schools.asp>

3. RESEARCH METHODOLOGY

The survey strategy of research was adopted along with mix strategy in this study. The data were collected through survey method by observation and questionnaire tools. The quantitative approach was used and table

analysis was done to get findings. The population of this study was all the parents, teachers, students and officers of Sindh. The method of sampling was random stratified sampling. For this study a sample of 360 students, 220 teachers, 220 parents and 80 officers from 90 schools – both registered and unregistered was brought under study. Following nine categorical variables were identified for study and instruments were developed according to these variables: Quality and quantity of teachers; Performance of students (quality of education); Cooperation by parents; Quality of textbooks; Medium of instruction; Supervision by officers; School building and facilities; Admission and monthly fees; and Examination system.

4. DATA ANALYSIS AND FINDINGS

Variable wise primary collected data is tabulated and qualitatively it is analyzed as bellow:

4.1 Quality and quantity of teachers

Table-1: Quality and Quantity of Teachers

Sample	Satisfied (%)	Unsatisfied (%)
Officers	69	31
Parents	99	01
Teachers	88	22
Students	89	11

Table: 1 shows that 69% officers, 99% parents, 88% teachers and 89% students are satisfied with the quality and quantity of teachers working in private schools.

4.2. Performance of students (quality of education)

Table-2: Performance of students (quality of education)

Sample	Satisfied (%)	Unsatisfied (%)
Officers	77	33
Parents	100	00
Teachers	99	01
Students	100	00

Table: 2 shows that 77% officer, 100% parents, 99% teachers and 100% students are satisfied with the Performance of students (quality of education).

4.3. Cooperation by Parents

Table- 3: Cooperation by Parents

Sample	Satisfied (%)	Unsatisfied (%)
Officers	55	45
Parents	75	25
Teachers	69	31
Students	77	23

Table: 3 shows that 55% officer, 75% parents, 69% teachers and 77% students are satisfied with the cooperation by parents.

4. Quality of Textbooks

Table-4: Quality of Textbooks

Sample	Satisfied (%)	Unsatisfied (%)
Officers	66	34

Parents	98	02
Teachers	79	21
Students	69	31

Table: 4 shows that 66% officer, 98% parents, 79% teachers and 69% students are satisfied with the quality of textbooks.

5. Medium of Instruction

Table-5: Medium of Instruction

Sample	Satisfied (%)	Unsatisfied (%)
Officers	54	46
Parents	97	03
Teachers	77	23
Students	67	33

Table: 5 shows that 54% officer, 97% parents, 77% teachers and 67% students are satisfied with the medium of instruction.

6. Supervision by Officers

Table- 6: Supervision by Officers

Sample	Satisfied (%)	Unsatisfied (%)
Officers	48	52
Parents	12	88
Teachers	22	78
Students	11	89

Table: 6 shows that 55% officers, 88% parents, 78% teachers and 89% students are not satisfied with the supervision by officers.

7. School Building and Facilities

Table-7: School Building and Facilities

Sample	Satisfied (%)	Unsatisfied (%)
Officers	12	88
Parents	44	56
Teachers	28	72
Students	31	69

Table: 7 shows that 88% officers, 56% parents, 72% teachers and 69% students are not satisfied with the private school building and facilities.

8. Admission and Monthly Fees

Table-8: Admission and Monthly Fees

Sample	Satisfied (%)	Unsatisfied (%)
Officers	08	92
Parents	01	99
Teachers	23	77
Students	30	70

Table: 8 shows that 92% officers, 99% parents, 77% teachers and 70% students are not satisfied with the admission and monthly fees.

9. Examination System

Table-9: Examination System

Sample	Satisfied (%)	Unsatisfied (%)
Officers	49	51
Parents	44	56
Teachers	33	67
Students	12	88

Table: 9 shows that 51% officers, 56% parents, 67% teachers and 88% students are not satisfied with the examination system.

5. DISCUSSIONS AND CONCLUSIONS

5.1. Quality and Quantity of Teachers

The teachers are found to be regular, punctual, hard worker and skillful. The stake holders are satisfied with the quality and quantity of teachers of private schools. Parents said that their students' performance is satisfactory because of the regularity and punctuality of teachers. Students told that their teachers are very cooperative and highly qualified. Officers believed that teachers are performing well because there is strict check and balance. They are hired and fired frequently without any legal formality. Teachers expressed that stability of their job totally depends upon their performance and output. Any teacher whose performance is not up to date has no room in the private school.

5.2. Performance of Students (quality of Education)

The performance of students is observed to be admirable. All the stake holders are fully satisfied with the performance of students. Parents appreciated the role of school. They said that due to proper supervision, teachers are punctual and regular. They complete their courses within the specified time period. This makes children strong in education. Teachers are of the opinion that mutual cooperation and understanding among the stake holders is the main cause of children's outstanding performance. Officer believed in team work to be the main contributory factor for the better out put of students. Students appreciated the atmosphere of their school. They told that their teacher and parents pay proper attention on their education.

5.3. Cooperation by Parents

The parents are found to be very cooperative. Officers told that Parents take an active interest in the education of their children. They also support in the affaires of school. They play their role positively in order to get the problems of school solved. Students said that the credit of their performance totally goes to their parents. They are supporting and encouraging them from time to time. They always ask about the school matters. Teachers pointed out that parents always visit their school. They pay proper attention on the problems of children in school and out of school. The maintenance of standard of education is impossible without the cooperation of parents because they supervise their children most of the time. Parents said that they are very conscious about the education of their children. They appreciated the role of teachers and head masters who contact or invite them in the school from time to time and report about the performance of children.

5.4. Quality of Textbooks

Books are not found same in all private schools. Different private schools have different books. Mostly foreign books are being taught in private schools. Officers, parents, students and teachers are satisfied with

quality as well as availability of textbooks. Parents said that those books are attractive, while officers pointed out that those books possess latest information, which helps to achieve the objectives properly. Teachers, giving views on textbooks, said that books stand for and match with the age group of children. Students appreciated books very much. They said that books are very interesting. These books are written in short story form and all students like to read stories interestingly.

5.5. Medium of Instruction

The private schools are found imparting education in English medium. All the stake holders supported English to be the medium of instruction. Parents said that no job is given to those who do not have grip over English. Those students who have proficiency in English can get charming job easily within and out of the country. Officers said that to compete on international level, English is the first and foremost requisite. Teachers said that English books are rich of knowledge. To get latest and up dated knowledge, students should have to read English books. Students said that foreign books are very simple, easy and interesting. They like foreign books very much.

5.6. Supervision by Officers

The supervision by officers is found unsatisfactory. The head masters of the school are found busy in supervision. Parents and students individually said that officers neither visit the schools nor take interest in the education imparted by private schools. They said that private schools charge heavy fee, which is against the law but no officer comes and compels any school to abide by law. Teachers said that officers do not take interest in the problems of schools. Officers explained that they have limited powers and resources. Political interference and other undue influence make them powerless. They do not have the powers of higher and fire. They are only the communication channel between government and school.

5.7. School Building and Facilities

Most of the stake holders are not satisfied with school building and facilities. Most of schools are found running without proper building. Lack of many kind of facilities are reported from several schools i.e., absence of play ground, boundary wall, fresh water, furniture, washrooms, laboratory and library. Some students revealed that they have playgrounds but teachers do not have interest with games and they do not provide sports material and necessary guidance to the students and as a result games are impossible in schools. Parents exposed that private schools are concerned with fee only. They are giving education in small and over populated classes. Teachers and officers collectively said that private schools do not have proper building and other educational material. They said that many schools are running in a building made for home not for school. Very few schools have proper building.

5.8. Admission and Monthly Fees

All the private schools are found charging heavy admission and monthly fees. The stake holders individually said that private schools are playing the role of commercial organizations. They are earning profit for the owner. Parents said that they are unable educate their all children in private schools. Teachers expressed that they are not given so much salary as these schools are charging fees on students. Students exposed that they are unable to get admission in many well known private schools because their parents are unable to meet the expenses of such private schools. Officers told that all private schools apply for and are given registration in the name of charity but no school is running on charity basis. They are earning profit using the name of charity.

5.9. Examination System

Mix response is received on the question of examination system. Parents showed no interest on the topic, but officers and teachers stressed that examination should not be annual but it should be conducted after three or six months. Students were in favour of monthly examination.

6. SUGGESTION

- Government should keep close watch to the system of private schools and cancel the registration of those schools which render services for profit. Those schools which render services for the welfare of people should be given certain incentives.
- All the private schools are given registration on account that they will serve the community freely. No school should be allowed to charge heavy fees. The registration of those schools should be cancelled which charge heavy fees.
- All private schools should ensure the availability of proper building and other facilities. The registration of those schools should be cancelled which do not have proper building and other facilities. Government teams should visit the private schools from time to time to ensure the availability of all basic facilities.
- It is observed that different private school have different curriculum. This gives rise to class system. Same curriculum should be ensured in all private schools. Government should ensure it from time to time and get all private schools following the same curriculum.
- It is observed that officer do not make visits of private schools. Officers should visit schools daily to ensure the smooth running system of schools. There should be a permanent team of Government to visit these schools.
- The owners of private schools should keep national aims and objectives at top priority and report the Government from time to time about their achievements.
- The examination should be taken month wise in order to keep the students busy and working hard round the year. It should be taken by internal teachers.
- The teachers of private schools should be given proper salary. The salary of private school teachers should be equal to Government school teachers.
- The quality of local text books should be improved. There are many books having spelling errors. Low quality of paper is also observed. These books should be made available before the start of new session.

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