

## Comparison of the Views of Parent about the Admission of their Children in Private and Public Schools in Punjab

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### Abstract:

*The present study was conducted to compare the government and private schools on different variables such as parent's satisfaction in admission process, teachers teaching methodology, curriculum provision, scholarships for students, parents-teachers-meeting, progress reports, discipline, co-curricular activities, moral development and various other factors. To compare these factors total ten schools, five each from government and private sectors were selected randomly as a sample for the study from Punjab district based on convenience and accessibility. The school principals, teachers, students and their parents were identified as stakeholders of these schools. Then the data were from these stakeholders, analyzed and tabulated the data. Simple percentage was used as a statistical formula and in the last; it was found that private schools perform better than government schools.*

**Keywords:** Comparison, Views, Admission

### INTRODUCTION

Knowledge has great importance in forming the human society. Man is a social animal. He cannot live alone in this society but

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he always depends on other human for his various needs. One of his major needs is the acquiring of knowledge. For the acquiring of knowledge, he depends on his fellow human beings.

Therefore, we can say that knowledge has great importance in forming, creating and shaping of one's personality in a positive way. Therefore gaining of knowledge is the duty of every man and woman as perverse by the Holy Quran and saying of Holy Prophet (S.A.W). Islam also stresses upon the provision of equal chances of education to the all citizens but due to materialistic advancements and some greedy wishes, the rich people have snatched this right from the poor people of the society.

In our Pakistani society, there are two major institutions known as private and public schools. Mostly upper class children are admitted in private schools due to materialistic advancement while the lower class children are admitted in public schools due to poverty, less resources and less education of their parents. However, this is a fact that mostly those children are going ahead in all fields who were greatly inspired by their parents. Therefore, the parental involvement plays an important role in the education of their children and in the shaping of their personalities. Since education makes the personality affective, therefore the parent's involvement in child's learning is very necessary. It is the fact that home is the first place for a child's learning and parents are the first teachers therefore the parent's involvement affects the children learning greatly. In this project, we will compare the views of the parents about the admission of their children in private versus public schools.

This study aims at "Comparison of the views of the parents choosing private versus public schools for the admission of their children".

The main objectives of the study are to seek the viewpoints of all the parents that why they chose private or

public schools for the admission of their children and what were the reasons behind their admissions?

This study also highlighted the past and present conditions of both private and public schools due to which some remedial actions were taken for the improvement of both schools. The poor standard of both schools was checked and recommended for improvement. This study signifies that what was the trend of people towards the private and public schools to get there admission and are both schools play a significant role to educate the society.

## **REVIEW OF LITERATURE:**

### **Public and Private Secondary Schools-An important Comparison:**

For economic and social development of a nation, education plays an important role. Quality of education in the world shows the quality of its human resource. Now a-days expenditure on education is supposed to be an investment in human resource enrichment. The developed countries spend a lot of money on their people provide them better education while the developing countries also spend a lot of money according to their resources to provide free education or at minimal cost to their people. Pakistan is spending only 2 % of its GNP on his education (Government of Pakistan, 2009). The Public sector all alone especially in developing countries cannot provide the quality education, for rapidly growing population including Pakistan with a 2.7 % population growth rate (Government of Pakistan, 2010-11). Government alone cannot fulfill the responsibility to provide quality education to fast growing population. Therefore, private sector has to share this burden with government sector. Therefore, both the public and private sectors are engaged in providing fair education to the people. Education system in Pakistan is a legacy of British rule in the sub-continent. At the time of independence (1947),

both public and private institutions were providing education at primary and secondary levels.

Burki (1986) an educationist, classified educational institutions at the time of independence into two categories (i) public schools and colleges managed by provincial governments or local bodies and (ii) private schools managed by charities/missionaries.

All types of educational departments continued functioning after creation of Pakistan in 14 august, 1947. At that time, private institutions had an important role in providing the quality education through various schools. Private schools were managed either by societies motivated by the cause of promoting education or by individuals making their living through running education institutions. Before to 1972, privately managed educational departments constituted a sizable portion of the total educational system. Most of these departments were operated at the school and college levels. Such departments were managed by voluntary organizations and, in addition to providing their own funds through fees and donations, these departments received grant-in-aid from the government. Some private educational departments earned a high name for the academic standards they maintained and for the quality of their management. In National Education Policy (1972), the Pakistan government decided to take over all the privately managed educational departments in their own hands. As a result, in 1974 the 19,432 educational institutions were nationalized by the government. These included the 18,926 schools, 346 madrassas, 155 colleges and 5 technical institutions (Government. of Pakistan, 1998). To meet the expanding needs of educational facilities the need of the involvement of private sector was again realized. The National Educational Policy 1979 reviewed the results of nationalization and came to the conclusion that as a result of nationalization of private educational institutions, responsibility of providing the

educational facilities shifted on the shoulders of government alone which was really unbearable.

Due to fiscal, the National Educational Policy (1979) the need of the involvement of private sector to meet the expanding needs of educational facilities was considered. It was learnt that the participation rates at various levels of education were poor and the government alone was unable to provide the required educational facilities at all levels throughout the country. It was, therefore, also considered necessary to encourage once again the participation of the private sector in educational development. To do so, the following policy measures were taken:

"Private sectors will be encouraged to open educational institutions especially in rural areas and permission to set up educational institutions will be granted by the 'Ministry of Education or the respective Provincial Educational Departments'. Legislation on nationalization of privately managed educational departments will be properly amended to allow opening of private educational institutions and to ensure that such institutions set up with the permission of government will not be nationalized in future again. The education departments and relevant statutory bodies (Government of Pakistan, 1979) will undertake regular instructional supervision of these departments.

After the implementation of national educational policy 1979, the situation has been changed in the country. Individuals and non-governmental organizations started opening their new schools at all levels. National Educational Policy 1998 observed that because of the promulgation of (Promotion and Regulation) Ordinance no. II of 1984, a second wave of society participation in education had been energized. It is estimated that more or less 30,000 private educational schools and colleges at all levels with approximately 3 million students are working in the Pakistan. Most of these departments are 'English medium' schools and impart quality

education from play-group to secondary level, for example, Beacon House School System, City School, Aizer Kindergarten and various other secondary schools.' Some of these schools have been established on community basis, while the others owned by individual members. The concentrations of these schools in urban areas are in fewer amounts. Heavy fees are charged by these schools to support them (Government. of Pakistan, 1998).

Shami and Hussain reported that there were 81,103 private departments in the Pakistan in 2005. In Punjab 48,541, in Sind, 12,574 in NWFP 11, 276, in Baluchistan 1,750, in ICT 750, in FATA 640, in FANA 2,861 and in AJK 2,711. It should be noted that private sector institutions are growing rapidly, i.e. from 36,096 institutions in 1999-2000 to 81,103 in 2005 showing thereby an annual average increase of 25 percent. Many research studies have been produced to compare the various positions of public and private sectors throughout the world. Jimenez and Lockheed (1995) have worked to compare the public and private schools and reported a conclusion that private schools in USA improved students' performance as measured by standardized test of various subjects. It was also reported that average student performance was better in private schools than government schools'.

Abid, Ishfaque and Gondal (1993) compared the usage of old and modern A.V aids by the teachers of government and private schools. It was also established that teachers of both types of schools are fully conscious about the compensation and efficiency of teaching aids. Both types of these schoolteachers use the teaching A.V aids. However, the teachers of private schools use more teaching A.V aids and models relatively. Farida and Madeeha (2000) in their relative study of private and public schools with respect to administrators' role created that heads of government schools performed healthier in their administrative planning for the complete year and academic actions while the heads of private schools show more concerns

about co-curricular activities and private schools have different requirements but the school culture among the government and private schools are same. To look into about the functioning of schools as social departments and comparing the government and private elementary and secondary schools, it was compulsory to know the views of headmasters, teachers, students and parents relating to each case.

These studies draw the development of a party over time (Borgad Gall 1989 pp.402-403). Khawaja (1985) concludes that the concept by saying that "a case is a written summary of an activity, an occurrence, an event and in turn about its many facets. It usually contains its olden times in internal and external surroundings. Cases are usually based on material collected about real organizations" (Khawaja 1985, p. I).

### **Views of Principals/Heads of Government Schools**

Government school heads teach arts or science courses when they get free time and give instructional assistance to lecturers through special experience. They plan their daily actions, and make institution policies looking for the suggestions from all the stakeholders. One head/principal told that not completely but to a small extent. They encourage their teachers to increase their academic qualification. They explained that lack of financial assets is the main predicament. Government school has an advantage on private school as government schools having highly qualified personnel, typical building and recreational areas as compared to private schools. Moreover, government schools syllabus is prepared according to the creed of Pakistan while private school does not follow this policy mostly. The two heads of schools find out that department makes policies for the schools of the province and wants obedience from the school heads, so their role is constrained and they have to work thus. Heads/principals are not giving much independence especially in financial policies. About the near future of schools, one principal/head answered that private

schools have vivid future as Government wants to increase the role of private sector. However, when heads/principals were asked to join private schools thoroughly then all the heads rejected this idea. (Abid, N, M. Ishfaq, M. & Gondal, M.1993).

### **Views of Principals/Heads of Private Schools:**

Principals/governments of private schools teach some subjects whenever they get free time; all of them then plan the actions of their schools regularly. Two of them told that they give instructional assistance to their colleagues but the principal/head of Adbastan-e- Soophia told that every newly appointed teacher is assigned as a counselor. All the principals/heads encourage the increasing qualification of their colleagues. They all make their policies after getting feedback from parents, teachers and students when it is required. All the principals/heads give the facilities of co-curricular activities for the personality development of each student. Principal/head of Adbastan-e-Soophia stated, "The working style of government and private school is different. Teachers of government schools are somehow free whereas the private school teachers are restricted to do according to the will of management and their department.

While the rest of two principals/heads replied, the same those private schools have comfortable class size so the teachers in these schools can teach their students very easily whereas the government schools have crammed due to which problems are created for the teachers. Therefore, the teachers cannot handle the students easily. All the principals/heads told that future of private schools is very brilliant because the government is regulating the private sector more efficiently. All the heads/principals of private schools told that they would join the government school as a head/principal if they get an opportunity. (Farida & Madiha, 2000)



### **Views of Teachers of Government Schools**

Majority of the instructors of government schools told that they plan their lessons on teacher's diary before teaching to the students. However, some experienced teachers told that they do not need of lesson planning regularly because of their experience. They also use A.V.Aids for teaching the class. They give homework to the students but it is not possible to check it at daily routine due to large number of students in the class. However, they check it with the help of group leaders (monitors). The teachers of the both schools told that the future of their school is better than other schools because of having large building, library, playing fields, basketball court etc.

However, teachers of one girl's school have different opinions because they have no facilities, which are mentioned above. The teachers explained that the number of student is growing day by day but number of teachers is not rising accordingly. They also told that they prove better results in spite of poor building or other lack of facilities. The teachers also told that government schools are providing communal services more effectively as compared to private schools while the private schools are in profit earning and business oriented institutions solely. Teachers of the Government Model High School told that they have huge and large building, government schools have qualified team; teachers cannot pay personal attention to the students because of crammed classes. All the teachers like the leadership style of their principals/heads to some extent. (Ahmad, Z., Mirza, M. S. The financing of privately managed schools in the Punjab)

### **Views of Teachers of Private Schools:**

All the instructors of private schools told that they plan their lessons regularly and use A.V.Aids and distribute the course outline on weekly or monthly basis and teach their classes in view of that. Teachers of Adbistan-e-Soophia stated that homework is assigned to all the students according to the

timetable i.e. twice a week and checked suitably. The rest of the two school instructors told that home assignment is given to students regularly and checked them appropriately. All the teachers described deficiencies of their schools that these schools have no playing fields, libraries, science labs. These private schools have small building or boarding houses (one canal at least), shortage of trained team and that is why these private school teachers have to teach more classes which influence their performance.

No competition of co-curricular activities is held in private schools. The teachers of private institutions stated the difference between government and private schools; they have to do more work as compared to government school instructors. They give more personal attention to students individually because of having suitable class volume as compared to government schools. They also told that only selected study is made in private schools and each teacher in private schools prepares short notes for the students. In private schools, the teachers have no job security; also, the salary package is not attractive except that of some prominent private schools and colleges.

### **Views of Students of Government schools:**

All the learners of government schools told that their teachers are careful and respectful. They use A.V.Aids whenever it is needed that is why they comprehend easily what is taught by their teachers. The students of two government boy schools described that their schools have science labs and teachers do the practicals at regular basis while there is no science labs in girls' government school, which is housed in a borrowed building. The student of these schools described that homework is assigned to them and checked daily. They also told that their principal visit their classes but not more habitually. The students of both the boys' schools told that schools endow them with services of various games and co-curricular activities,

mostly students of Government Model H/S Model Town which have a large play ground; they have chance to take part in many games and sports. However, students of Girls school find out “we cannot take part in games because our school has no play grounds but our school teachers organize literary programs and contest.” The students of all schools told that they can see freely the principal when they have any problem of any type. (Borg, W.R. & Gall, M.D. 1989)

### **Views of Students of Private schools:**

The students of private schools also replied that they easily identify what they taught by their teachers. The students also told that that their teachers are assiduous, polite, well bred and they do not overlook any period. The students also responded that they understand teacher’s lecture very easily but at the same time, they have to take help from a coaching centers/ academies/ private tuitions for more subject clarification. The students acknowledged that the school has well furnished science labs except Bismillah Talent Girls’ High School; in this school only the girl’s branch have science labs where the experiments are demonstrated. All the students affirmed that their school provides all the facilities of co-curricular activities for the overall development. Moreover, all the students explained that they could easily come up to their principal whenever they required.

### **Views of Parents of Government Schools Students:**

Mostly the parents told that school management and administration is very cooperative. The Parents pointed out that basic problems of students are lack of cold drinking water, token system of cycle and motor cycle stand is not satisfactory. Some parents pointed out that bathrooms and washrooms are not cleaned properly due to overcrowding of the students in school. Some parents also declared that library cards and books are not issued to the students properly. Majority of parents of

the students told that headmaster's behavior is often helpful and rules, regulations of school is according to a standard of the high school. However, one father of the student stated that it should be improved accordingly.

All the parents stated that they are satisfied with the performance of their children in government schools. All the parents replied that home assignment is given and checked regularly by their teachers. Moreover, many parents told that their children understand the lessons easily but sometimes they required some help for more clarification of their lessons and for that they have to join the academy or tuition center.

### **Views of Parents of Private Schools Students:**

All the parents of private schools students told that they are reasonably satisfied with the performance of their children in private schools. They also told that the homework was given to them and checked at daily basis by the teachers of these schools. They also show satisfaction with the teaching, learning environment and management of the school. They were also satisfied with the hygiene system of the private schools. They can easily make a contact with the teachers and can easily approach to principal/head whenever they required (Farooq, 1994).

## **RESEARCH METHODOLOGY**

In this study all, the parents of enrolled students in public and private schools of Punjab district were selected for the study as population and for drawing samples from the population a simple random sampling technique was used to represent the whole population.

Only 10 schools, 5 each from private and public sector were selected randomly and parents of 5 students from each selected school were selected for the study randomly.

## Procedure

First of all the researcher himself prepared a questionnaire comprising of 16 items. After this, he went personally to every parent of the students and distributed the questionnaire among the parents of the students. In the last, the project supervisor checked it. Then the data was collected and tabulated. Researcher's own developed questionnaire was used as an instrument.

After the collection of the data, a percentage was used as a statistical formula to obtain the results of the given data.

## PRESENTATION AND ANALYSIS OF DATA:

### Tables:

S.no	Question	Responses of govt: schools				Responses of private schools			
		yes	%	No	%	yes	%	no	%
1	Do you satisfy to admit your children in govt/private school?	12	24	13	26	20	40	05	10
2	Do the govt/private school teachers teach well to your children?	13	26	12	24	20	40	05	10
3	Can you afford govt/private school expenses easily of your children?	17	34	08	16	11	22	14	28
4	Are your children satisfied to get admission in govt/private schools?	14	28	11	22	16	32	09	18
5	Do your children understand easily govt/private school curriculum?	21	42	04	08	02	04	23	46
6	Are there any co-curricular activities held in govt/private schools?	03	06	22	44	06	12	19	38
7	Do the govt/private schools held the p.t.m (parents, teachers, meeting).	02	04	23	46	17	34	08	16
8	Do the govt/private schoolteachers behave positively with children?	04	08	21	42	18	36	07	14
9	Are there any study tours in govt/private schools for children?	11	22	14	28	15	30	10	20
10	Do the govt/private schoolteachers inform you about the progress report of your children?	07	14	18	36	15	30	10	20
11	Are the children morally developed by what they read in govt/private schools?	15	30	10	20	17	34	08	16
12	Do the govt/private schools award any scholarships to the children?	21	42	04	08	12	24	13	26
13	Have the parents any objection on the curriculum of govt/private public schools?	14	28	11	22	05	20	20	40
14	Do the govt/public schoolchildren do their homework regularly?	03	06	22	44	22	44	03	06
15	Do your children have need tuition in govt/private schools?	19	38	06	12	05	10	20	40
16	Is discipline held in govt/private schools?	05	10	20	40	09	18	16	32

## **FINDINGS**

Results of the study led the researcher to draw the following findings. Most of the parents were satisfied to admit their children in private schools because now-a day there the quality of education is better than government sector. In private sector the teachers teach well to the children because the head/principal regularly keeps an eye on them but it is also the astonishing fact that most of the parents cannot afford the fee in private schools therefore due to this fact sometimes they want to admit their children in government schools. Mostly the co-curricular activities held in private schools therefore the children show much satisfaction there and mostly want to admit in private schools. The p.t.m (parents-teachers-meeting) held on regular basis in private schools. In these meetings, the children results are shown to the parents due to whom the parents show there the satisfaction in private schools. These findings led the researcher to the result that most parents give preference to the private sector education rather than government.

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