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POTENTIAL OF PRIVATE SCHOOLS IN PROVIDING QUALITY EDUCATION IN DISTRICT BADIN

Abstract

The study aimed at investigating the role of Private schools of District Badin regarding the promotion of education. The study was focused on two variables. Input of the schools and output of the schools. The first variable 'input' was sub-divided into physical resources, human resource and other facilities. The second variable 'output' was limited to the results of SSC-II Annual Examinations from the year 2004-2006. The data for the variables was collected from the 49 administrators of the randomly selected public and private schools through the questionnaire. The findings indicated that on the variables physical resources and human resources public schools are much better. However, the private schools are much better on the variable of other facilities. Furthermore, the analysis of the results of SSC-II annual examinations from the year 2004-2006 showed that the ratio of the students who got grades A-1 to B was more related to private schools. Thus, the study concludes that the private schools at District Badin are playing better role for the promotion of education.

Introduction

Education has been considered as the backbone of the nation and has been a major concern for Government, teachers as well as parents. Since the creation of Pakistan, education of the masses has been a great problem for the government. Partition had affected all the sectors of Government and education was no exception. The Government of Pakistan has been trying its best to promote the standard of education and bring it to the standard of world level. The Government had made many plans and policies to promote the

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standard of Education. Due to the shortage of funds and required resources, however, the envisaged objectives could not be achieved. The failure of public schools in providing quality education to the masses impelled the Government to invite the private sector to come forward and help in promoting the standard of Education and providing the educational facility to the masses at their doorsteps. As a result, the trend of opening private schools was set all over the country.

The various studies have proved that effort of government for involving the private sector in education has been successful. Andrabi and others (2002), and Coulson (2003) said that the number of private schools had become significant and was not only augmenting the literacy rate but this large increase in the number of private schools, leading to substantial cost savings for the government in the provision of education by renting their facilities.

According to the National Education census 2005, fifty percent of educational Institutions were related to the private sector.

Andrabi and others (2002) found that the Private Schools were more efficient regarding the improvement in the literacy rate and quality of education. It was mainly due to the reason that the private schools had a small number of students and therefore have lower student-teacher ratios than public schools.
The provision of quality Education with better facilities has motivated the parents to send their children to Private Schools. Orazem and Paterno (2001), and Sayeda Wadiat Kazmi has argued that poor parents also sent their children to private schools and bore the burden of fees. "Most Pakistanis want their children to learn English. Private schools offer all instruction in English, while Government Schools offer instruction in Urdu or the local provincial languages, and the recent survey in urban Pakistan found that 59 percent of households earning less than Rs 3,500 had children who were enrolled in private schools in the city of Lahore. Similarly, in the low-income and economically-deprived Orangi district of Karachi, a surprising 60 percent of all enrolled children went to private primary schools" (Yespakistan.com, 2006).

The parents send their children to certain type schools considering many things. Andrabi, Das and Khawaja (2002) argued that Private Schools performed significantly better than the other types of schools. . According to EFA 2000 Assessment country Report most of the teachers working in Private Schools were academically better qualified than public school teachers but professionally untrained. Despite of it, quality of Private Schools as compared to majority of public schools was better. The management of Private schools was also better. Coulson (2003) argued that regarding academic achievement and schools efficiency, Private Schools were better. Ishrat Hussain (2005) argued that the teachers of Private Schools were highly competitive. Andrabi, Das and Khawaja (2002) argued that Private Schools provided better facilities to their students. According to Alderman, Orazem and Paterno (2001) the distance of the school from home also is one of the causes of increase in enrolment of students. Whatever reason may be but the enrolment of the Private Schools is increasing day by day. The Economic Survey 2005-06 has described that the role of the private sector in primary education has increased over time. Out of the total primary-level GER of 86 percent in 2004-05, the government school GER has been computed as 62 percent. The private school GER increased by 33 percent during 2001-02 to 2004-05 as compared to only 15 percent increase in the government school GER.

The trend towards private schools is increasing in both the areas_ the urban area as well as the rural area. As the private sector is more active in the urban areas as compared to the rural areas, the ratio of enrolment of students in the rural areas is less when compared with the ratio of the urban students. The Economic Survey 2005-06 told that approximately, half of the enrollment in urban areas at primary level was in private schools while in rural areas private school enrollment increased from 15 percent in 2001-02 to 18 percent in 2004-05.

Since private schools are mainly considered to be urban phenomena, several studies that are conducted to examine the role and efforts of private schools in improving the standard of education have largely focused on schools that are set up in the metropolitan cities of the country. Any major empirical study has not been carried out to assess the contribution of private schools in the backward areas like Badin.

Therefore, the present study aims to assess the potential of private schools in providing quality education in District Badin.

Situation of Education in Badin

Badin District has always been backward regarding the education of its inhabitants. It is due to the backwardness in the map and non-participation of the people of this region in politics and lack of interest in education. The literacy rates of this district (Real and Expected) as given by Dr. ZaffarIqbal (2004) were 14.83, 24.63, 26.94, 28.59, 30.35 and 33.19 for the years 1981, 1998, 2001. 2003, 2005 and 2008; and their male female ratios can be seen in the figure given below:

Figure No. 1 Literacy rates of District Badin

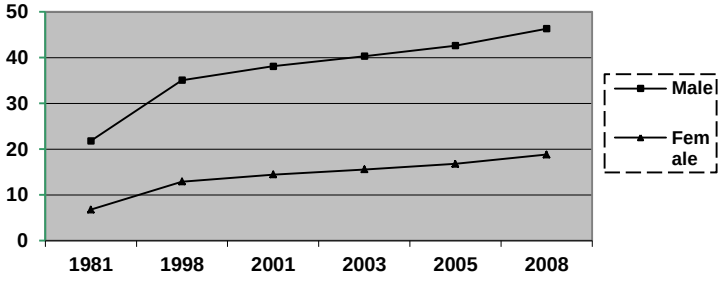

Chart Showing the Male and Female literacy rates of Badin (Real and Expected)

These literacy rates are very low as compared to other regions of the country. According to Dr. ZaffarIqbal (2004), on the basis of data about literacy rates acquired from the censuses 1981 and 1998, the country was divided into four regions. According to this division Badin was in the fourth region, the region of very low literacy; and is still in the same region.

Table- 1 Table Showing Situation of Education in Badin

S.No.	Particulars	Percentage
1	Literacy Rate	24.83%
2	Net Enrolment Rate	56.00%
3	Dropout Rate	70.00%

Source: DOE SEMIS District Badin 2006-07.

The literacy rate of Badin district is very low as compared to other regions of Pakistan but it is further discouraging that the net Enrolment of the students and the dropout ratio of this region are still very high.

It is also a fact that the number of Public Schools is very little and cannot suffice the need of people of this District. Hence it is the need of the time that the Private Sector should come forward and play its role regarding the provision of education to the people of this District.

Besides the Public set up of Education, there are many Private Schools whose role is significant regarding the promotion of education. There are thirty three Private Secondary Schools working in this District. Though it is not a significant figure as compared to 59 Public Secondary Schools but is good start. These private schools are working in different Talukas as given in the table below:

Table - 2 Table showing the number of Public and Private Schools in Badin

S.No.	Name of Talka	Number of Schools	
		Public B/G	**Private**
1.	Matli	12/3	7
2.	Talhar	9/2	2
3.	Badin	11/4	15
4.	TandoBago	8/4	3
5.	Golarchi	5/1	6
	Total	**45/14 (59)**	**33**

The Private Secondary Schools are thirty three in number though the number of these schools is not sufficient, but these schools are doing well and the trend has been started for the establishment of Private Schools and the number of these schools is increasing every year.

Objectives of Study

Like other regions of Sindh, many Private Schools are running in Badin District. The parents who can afford the fees and other expenses of Private Schools prefer to admit their children in these schools.

They generally believe that the Private Schools give better results. This study has few objectives to investigate these reasons. The objectives are as under:

1. To determine whether the human resource of Private Schools is in sufficient number than the Public Schools.

2. To assess whether the physical resources of private schools are more sufficient than that of the Public Schools.

3. To ascertain whether the output of Private Schools is better than the Public Schools.

Research hypotheses

This study has following two hypotheses to asses:

1. There is no significant difference between the input of Private Schools and those of the Public Schools.

2. There is no significant difference between the output of Private Schools and those of the Public Schools.

Methodology

Design

This study is a survey study and is descriptive type of research. Two groups were involved in this study; one group was from Private schools and the other one from the Public schools. The administrators were taken from the randomly selected private and public schools.

Population and sample

All the Private and Public Secondary Schools of rural as well as urban area of Badin District were included in the population of the study. The population includes the schools of either sex.

Twenty Eight (28) private secondary schools and all the public schools which are located in the area where the private schools are functioning are included in the sample. The number of public secondary schools in such areas was twenty one (21). The public schools were included in the study to compare and have a good picture of problem in hand.

From each selected sample of the school, the head of school was selected for the study who responded to the questionnaire. The total number of the subjects in the sample was 49. Of these, 28 were the administrators from private sector whereas the remaining 21 were from public sector.

Table – 3 Table showing the population and sample of study

S. No.	Category of School	Number of Schools		Total Administrators
		Total	Included in study	
1.	Private Schools	33	28	28
2.	Public Schools	54 (43/11)	21	21
	Total	**87**	**49**	**49**

Instruments

The questionnaire used in this study for the heads of school was comprised of two parts. The first part of the questionnaire had few questions about demographic information about the administrator, and second part of the questionnaire had the questions about the human resource, physical facilities and other facilities given at the school.

A pilot study was conducted in order to assess the structure and reliability of the questionnaire. The pilot process helped to improve the language used in the questionnaire as well as the mode of recording answers by the respondents. The reliability of questionnaire for the administrators was 0.989. Hence it is obvious that the questionnaire was valid and reliable for the study.

Findings and Discussion

The main variable embedded in hypothesis # 1 was "Input" which had three indicators: (i) Physical Resources, (ii) The Human Resource and; (iii) Other facilities.. The survey scale used for measuring the variation between the physical resources of the private and public schools had five statements. Table 1.1 shows the mean, and the standard deviation for every statement on the physical resources survey. All of the five statements did not have statistically significant variation. However, the public school had the greater mean score on all five statements which indicates that the public schools included in the sample had better physical facilities.

Table – 4 Means and S.D for the Physical Resources

S #	Statements	Private School		Public School		Difference of Mean
		Mean	S.D	Mean	S.D	
1.	Our school is in calm and healthy location.	4.60	0.68	4.85	0.35	– 0.25
2.	Our school building has sufficient number of rooms for classes and offices.	4.42	0.83	5.00	0.00	– 0.58
3.	The classrooms in our school are wide.	3.35	1.25	4.95	0.21	– 1.60
4.	The laboratories of our school are very well equipped.	3.46	1.10	3.85	1.01	– 0.39
5.	Our school has a big library.	2.82	1.12	3.76	0.94	– 0.94

The subscale in the survey questionnaire used for measuring the variation between human resources of the private and public schools also had five statements. Table 5 shows the mean, and the standard deviation for every statement on the human resources survey. All of the five statements did not have statistically significant variation. Of the five statements in this section, the public school had the greater mean score on the three statements which proposes that the public schools included in the study had more trained and experienced human resource.

Table- 5 Means and S.D for the Human Resource

S #	Statements	Private School		Public School		Difference of Mean
		Mean	S.D	Mean	S.D	
1.	The number of teachers appointed in our school is sufficient.	3.82	0.66	3.57	0.97	0.25
2.	The number of menial staff in our school is sufficient.	3.42	0.92	3.76	0.83	– 0.34
3.	Most of the teachers in our school are trained and experienced.	2.57	0.95	4.42	0.59	– 1.85
4.	The knowledge and skills of the teachers in our school are developed on regular basis.	3.21	0.64	3.28	0.64	– 0.07
5.	The head master of our school is a good administrator.	4.92	0.26	4.23	0.43	0.69

The third and last component, "other resources" was composed of five statements that measure the variation between the resources of the private and public school with respect to the provision of drinking water, fans, lighting and lavatory. On all the three indicators of the "Input scale", this is the indicator on which private schools had greater mean scores for all of the five statements.

Thus, it may be concluded from the data in the table 6 that the private schools had more provision of the aforementioned facilities.

Table-6 Means and S.D for the Other Facilities

S #	Statements	Private School		Public School		Difference of Mean
		Mean	S.D	Mean	S.D	
1.	Our school has better arrangement of lighting.	4.50	0.69	4.00	0.00	0.50
2.	Our school has better arrangement of fans.	4.64	0.48	4.14	0.35	0.50
3.	Our school has better arrangement of drinking water.	4.67	0.47	4.23	0.43	0.44
4.	Our school has better arrangement of washrooms.	4.67	0.47	4.19	0.40	0.48
5.	Our school has better arrangement of cleanliness.	4.60	0.56	4.19	0.40	0.41

Hypothesis no. 1

The variable Input was subdivided in three variables: Physical Resources, Man Power and Other Facilities. The table shows that the t-value and p-value of the variable, Physical Resources are 2.07 and 0.044, which determines that the difference between the means of the data from the Private Schools and Public Schools is significant and favors Public Schools.

This suggests that the public schools in the District Badin were more likely to have better physical resources in terms of larger and greater number of classrooms, well-equipped laboratories and library than the private schools.

Similarly, the t-value and the p-value of the variable Man Power are -3.90 and 0.000, which determines that the difference between the means of the data collected from Private Schools and Public Schools is significant, and again favors the Public schools.

This implies that the public schools had better manpower than the private schools. This is further supported by the finding from the Demographic information which reports that the public schools had a greater number of trained and experienced teachers.

The data in table 7 further suggests that there is statistical significant variation between the mean scores obtained by the public and the private schools regarding other facilities that these schools provided to their students. This significant variation indicates that the private schools had better provision of other facilities which included clean drinking water, availability of lavatory, and arrangement of proper lighting and fans.

On the whole, the difference between the overall mean scores of the Public and Private schools on the variable "Input" is not statistically significant. Hence, the hypothesis that postulated that there is no significant difference between the input of Private Schools and the Public Schools is true and therefore is accepted.

Table –7 Ho. 1: There is no significant difference between the input of Private Schools and Public Schools

S. No.	Input	Private Schools n = 28		Public Schools n = 21		t-value	p-value
		Mean	St. Dev.	Mean	St. Dev.		
1.	Physical Resources	17.96	2.22	19.29	2.19	- 2.07	0.044
2.	Man Power	18.68	4.07	22.43	1.91	- 3.90	0.000
3.	Other Facilities	23.11	2.45	20.76	1.37	3.93	0.000
Total		**19.92**	**2.52**	**20.83**	**1.40**	**- 1.49**	**0.14**

Hypothesis no. 2

The data regarding the output (results of the schools) was collected through the questionnaire administered among the administrators. The grade wise data of the schools was analyzed as under.

Table –8 Ho. 1: There is no significant difference between the output of Private Schools and Public Schools

S. No.	Grade	Private Schools n = 1331		Public Schools n = 5319		Chi-Sq	P-value
		N	%	N	%		
1.	AI	193	14.50	86	1.61	10.31	0.018
2.	A	507	38.09	518	9.73	16.82	0.011
3.	B	468	35.16	1604	30.15	0.38	0.505
4.	C	154	11.57	1515	28.48	7.14	0.026
5.	D	9	0.67	652	12.25	10.38	0.018
6.	E	0	0.0	205	3.85	3.85	0.049
7.	F	0	0.0	739	13.89	13.89	0.013

The table shows that there is a significant difference between the number of A1 and A grade achievers of the private schools. The percentage of B grade achievers of private schools is more than that of the B grade achievers of the public schools, though there is no significant difference between the percentages of scorers. The C, D, E Grade achievers and failures are more related to the public schools. Hence the private schools are better than the public schools regarding the output.

Findings

1 While analyzing the hypothesis about Input it was found that on the variables Physical Resources and Other Facilities Private Schools are much better. However, on the variable of Human Resources, it was found that the Public schools are much better than their counterpart.

2 The analysis of the results of SSC Part II annual Examinations from the year 2004-06 shows that the ratio of the students who got grades AI to B was more related to the Private Schools.

3 It was found that the ratio of student passing in grades C to D was more related to public schools.

Recommendations

1. It is suggested that the private schools be compelled to make their teachers trained and the expenses should be borne by the schools.

2. The private schools must use one and the only syllabus recommended by the Government.

3. It was found that mostly all the private schools had no science laboratories, libraries and playgrounds. Hence it is suggested that these things must be included and strictly followed as prerequisites for the registration of these schools

Conclusion

Although the demographic information of the teachers reveals that the teachers of the Private schools are academically less educated, less trained and less experienced, the Private Schools are far better than their counterparts. The better performance of the private Schools might be because of the commitment of the teachers and management of the schools which need to be investigated in the future studies.

This study found that the public schools have better physical and human resources; however the private schools had better provision of other facilities which included clean drinking water and arrangement of lighting and fans. Although there was no statistically significant difference between the inputs of the public and private schools, there was statistically significant difference between the outputs of the public and private schools. On the whole, the private Schools of the Badin District had better performance in terms of the output which was determined by the results of SSC Part-II annual examinations.

It is therefore concluded that the private schools of Badin District are playing better role for the promotion of education. It is also a fact that the number of Public Schools in this region is little and cannot suffice the need of people of this region. Hence it is the need of the time that the Private Sector should come forward play role regarding the provision of education to the people of this region.

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