



## Impact of Private Secondary Schools on Education in Khyber Pakhtunkhwa (Pakistan)

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### ABSTRACT

The aim of the study was to find the impact of private secondary schools on education in Khyber Pakhtunkhwa (Pakistan). The study was descriptive in nature designed to know strengths and weaknesses of access and quality of education of private secondary schools in the province. A questionnaire comprised of concepts of access and quality like professional quality of teachers, methods of teaching, availability of physical resources, availability of library, were developed and administered for getting information from respondents. A sample of 1920 respondents was randomly selected from 120 private secondary schools. Data were collected personally from the respondents and analyzed on frequency percentage score method. The major findings of the study drawn from the analysis of data were that private secondary schools have positive impact on educational development of the province. It was also found that short duration, lack of coordination among principal and teachers, lack of transport and hostels, shortage of physical and instructional facilities were the problems to be solved on priority basis.

**KEYWORDS:** Quality, Access, Physical Facilities, Environment, Competent Teachers, Discipline.

### INTRODUCTION

Education opens new venues for the economic development of the country to face the challenges of modern world. It plays essential part for elevating life style of the people. It is a continuous process through which skills; knowledge and experiences of individuals are transmitted to the coming generation. Only educated and highly skilled people having strong expertise can get the advantage of the chances given by the world. Like other countries of the world, in our country, efforts were going on at all levels to improve education. In order to increase the literacy rate the government is inviting private sector to shoulder the responsibilities of increased access and quality education by launching private educational institutes. There is overall decline of the government funded system of schooling of Pakistan. This situation has resulted to substitute type of education. It was decided by Government of Pakistan that the burden of the whole educational process should be shared with the autonomous bodies, and consequently invite private sector to bear the tasks to impart education in the country.

Governments have, time and again, failed to define and design definite education policies and their implementation due to lack of resources. As a result, there is overall decline of the government funded system of schooling of Pakistan. This situation has resulted to substitute type of education. It was decided by Government of Pakistan that the burden of the whole educational process should be shared with the autonomous bodies, and consequently invite private sector to bear the tasks to impart education in the country. Pakistan Education Statistics 2013-14 documented that after the dissemination of these Ordinances by the provincial authorities, a flow of the public involvement in establishment of educational institutes had been invigorated. It is anticipated that roughly 59% Non government educational institutions at secondary level having more or less 2.309 million disciples are working in Pakistan.

### REVIEW OF LITERATURE

Khyber Pakhtunkhwa is a standout amongst the most fanciful spots in Pakistan. It is generally well known province of Pakistan due to it is apparently differing landscape and an energetic social range. Today this province is spread more than seventy four thousand five hundred and twenty one square kilometers having a population of more than twenty two million. It is divided into three parts. One section, comprises of areas of Mansehra, Abbotabad, Bannu, Charsadda, Battagram, Dera Ismail Khan, Hangu, Haripur, Kohistan, Kohat, Karak, Lakki Marwat, Mardan,

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Nowshera, Swabi, Peshawar and Tank. The second is known as Provincially Administered Tribal Areas which has a population of 831,000. It includes Malakand agency and Upper Dir, Lower Dir, Chitral, Swat, Buner, Shangla, and Kala Dhaka/"Dark Mountains", Kohistan (already a portion of Swat State) and the State of Amb, now submerged in the Tarbela Dam store.

Schooling system in Khyber Pakhtunkhwa comprises of two streams i.e. public and private. Private sector education, like other parts of the country, has come up to the front to support education system in the province. The number of private schools in the province are 1805 in which 637020 students are taught by 33864 teachers. (Education Management Information System Khyber Pakhtunkhwa, 2013)

Along with the others educational institutes, there are different educational trusts which have direct impact of the accessibility of quality education in the province. According to Education sector plan, 2012 main bodies in this regard are:-

**(a) Bacha Khan Education Foundation**

In Khyber Pakhtunkhwa Bacha Khan Education Foundation was established which was supported by remote benefactors. Numerous givers are intrigued to put resources into education in the province and the patrons are looking for an establishment which takes into account the neighborhood setting of imparting education. This establishment gives a rich situation and quality education in their school. The foundation is currently demanding to hand over non-useful schools to them for restoration.

**(b) Elementary Education Foundation**

In order to support private school education in the province Elementary Education Foundation was established in 2002. This educational foundation established 199 schools having 6544 students as per record of 2006. Mufti Mahmood Public school in Dera Ismail Khan, Swabi model school in Swabi and Buner were established.

**(c) Frontier Education Foundation**

The Government of Khyber Pakhtunkhwa set up Frontier Education Foundation under section 4 of Act III of 1992. The Foundation is headed by the Chief Minister Khyber Pakhtunkhwa and it is supervised by a Board of Directors with minister of education and Finance and secretary of P&DD as representatives. Board of Directors is authorized with administration of solving all the problems regarding foundation. The main purpose of this foundation is to support private schools for imparting quality education in the area; to provide advances for improvement of structures and other materials for establishment of informational foundations and to implement arrangements for improving the quality of instruction in private educational institutes.

**(d) Rokhana Pakhtunkhwa Educational Programme**

The current activity of Government of Khyber Pakhtunkhwa is fortifying non government division. A Project with an award of Rs.500 million has been started in 25 areas. Under this system four private schools in every area would be provided money related as well as regulatory support. In 982 union councils of the province 153 are not having boys high schools and 477 Union Councils are without Government Girls Schools. In these union councils improved educational cost charge (up to 40% expansion) would be compensated to bolster the deprived and the Private sector. Thorough improvement methodology 2009-2016 of Government of Khyber Pakhtunkhwa characterized the Education Sector plan which was outfitted in June 2008. For executing the plan homework has been done as of now to gauge the expenses of the plan. In spite of the obstacles which are confronted by the education part, factual information demonstrates that the proficiency rate is logically improving. The relative centrality of public and private based schools changes unbelievably in the region. The problems of basic, secondary and higher schools resemble those of primary school. GER for quite a while 10 to 14 is low at 35% (and 23% for female) and educational cost based schools give education to more than 20% of children. For higher schools (ages 15-16) the GER is under 5%, with only 30,000 students, but various adolescents move particularly to universities at development of 15.

As a result of efforts made by the government and stake holders the education in private secondary schools is holding grounds. Education imparted in private secondary schools is getting an edge over public sector education. Arthur, H. R. (2009) states that the private schools are getting solid hold both in the created and immature nations. That is why parents try their best to get their children admitted in private institute for education. The type of education is superior in non-public schools when set against state funded schools and the educators of non-public schools plan lessons before instructing which makes the teaching learning process interesting and fruitful (Liaqat, 2009). Similarly, Ross, B. (2009) remarks about the guardian's decision of private schools are that quite a lot of

people inclination for private schooling relies upon the genuine quality of private schooling. The interest for non-public schools originates from recognition that government schools are not giving satisfactory schooling to youngsters. Parents' preference for the School choice is affected by curriculum and language of education. People opt non-public schools for kids because these schools use English as means of education.

Deani, A. (2007) stated that in Ontario, (an area of Canada), the general population inclined toward the non public schools because of preferable facilities over that of government funded schools. Along with physical facilities there is a strong need for academic standard and quality of teachers. Rehman, et.al. (2010) expressed that every one of the folks originating from strong socio-budgetary foundation basically don't care to send their kids to state funded schools in a status cognizant society like our own. The issue comes up when beginning from lower or poorer family background, people are not choosing for the all inclusive community division schools. He further expresses that an extraordinary greater part of folks appears to be malcontented with the general population educating; this disappointment of folks has risen as a critical apprehension for public schools. Instructive environment, instructor student proportion, folks' education, their profit and calling, and the classes with standardized number of students at private schools are the few reasons that motivate folks in picking a non government educational institute for their kids. The administrative structure of non government educational institutes is exemplary as the Principals of private secondary schools are well aware of the responsibilities entrusted upon them to run the institutions. The responsible administration is the basic root of good reputation of these schools which attracts the parents and the general public alike towards the private schools.

In Khyber Pakhtunkhwa province, like other provinces of Pakistan, since independence efforts were going on to improve quality of education in the country by launching various programs at all levels, but due to many reasons the required objectives were not achieved so far. It included budgetary and financial constraints for the training of teachers, less facilities of infrastructure, apparatus, fixtures, A.V aids, books of library and other reading resources and short duration of in-service training courses were the major problems creating hindrances on the way of improving educational standards in private secondary schools of the province. All these problems need to be solved on priority basis.

### **Objectives of the Study**

The objectives of the study were to:

To determine the impact of private secondary schools on education in terms of Quality

To suggest measures for improvement of private sector education.

### **Research Questions**

The research was planned to answer the following questions:

What is the effectiveness of private sector on education at secondary level?

What are the problems of private sector education?

## **METHODOLOGY**

The design of the study was descriptive type survey in nature. Questionnaire was used for data collection. The research tool was pilot tested before administration for data collection to the respective respondents. Principals, school teachers and the students of private secondary schools of Khyber Pakhtunkhwa were included in the population of the study. A sample of 1920 respondents was taken through convenient sampling technique which included 120 principals, 600 teachers and 1200 students of private secondary schools. After having reviewed the related literature, the questionnaire consisted of 28 items, showing statements of agreement/ disagreement on five point Likert rating scale about finding out impact of private secondary schools on education in Khyber Pakhtunkhwa was developed and administered to collect information from the selected sample. In order to get 100% return, the research instruments was personally administered to the selected sample.

### **Data Analysis**

The data collected from principals, teachers and the students of the private secondary schools' was calculated for analysis by using Likert scale. Data collected through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentage method to work out overall average score of each element in the light of objectives of the study for drawing out findings, conclusions and

recommendations It was expected that the study would produce such results showing clear picture of the impact of private secondary schools on education. Later on results were drawn to find out impact of private secondary schools on education.

**RESULTS AND DISCUSSION**

The data was presented in frequencies and percentages for data analysis and drawing the results: -

**Table 1 Views of Principals about Impact of private secondary schools**

No	Level	Frequency	Percentage
1	Agree	52	43
2	Not sure	20	17
3	Disagree	48	40
Total		120	100

It was general perception that there is clear impact of private secondary schools on education so evidences were collected from the principals of private secondary schools on the basis of their services rendered by them while performing their responsibilities in their respective institutions. It was found that 43% principals opined that private secondary schools are imparting quality education in Khyber Pakhtunkhwa province. The principals of non government secondary institutes viewed that the instructors in private educational institutes are academically and professionally sound. They were of the opinion that faculty members are involved in decision-making and there is coordination among the teachers and the principal. It was found that 40% principals disagreed about the quality of education of private secondary schools on the ground that these schools were lacking in physical facilities like hostel and transport.

**Table 2 Views of Teachers about impact of private secondary schools**

No	Level	Frequency	Percentage
1	Agree	456	76
2	Not sure	31	5
3	Disagree	113	19
Total		600	100

It was revealed from the results of the study that 76% teachers had opinion that the competency of teachers regarding instructional planning, strategies and professional development results in quality education. The methods used in the private schools are helpful in increasing the subject knowledge and in achieving course objectives. The teachers were of the opinion that discipline and fair marking system is observed in the schools.

**Table 3 Views of students about impact of private secondary schools**

No	Level	Frequency	Percentage
1	Agree	880	73
2	Not sure	153	13
3	Disagree	167	14
Total		1200	100

It was found that 73% students viewed that teachers come to class in time with preparation to deliver the lesson. They hold the opinion that the teachers were role model and they provide democratic environment in the class for discussions. The students opined that fair evaluation system and discipline is observed in the schools. They viewed that library and computer laboratory facility is available with sufficient number of books and computers respectively.

**Conclusion**

It was concluded that private secondary schools has positive impact on education in the province by shouldering the responsibility of imparting education to the general mass. It helped to improve the literacy rate in the province and helpful in motivating students for taking keen interest in studies for achieving good results. Private secondary schools are a good platform for providing opportunities for using new instructional technology to facilitate teaching learning process. The capability of teachers to manage the classrooms, skills for properly maintaining discipline, friendly and co-operative attitude of both the teachers and the principal , using appropriate current methods of teaching, proper use of libraries, understanding psychology of students and to solve students' problems with proper guiding and counseling is providing fruitful results in the shape of huge in-take in schools. In-service training helped teachers for bringing change in attitude, improved communication skills, apply different evaluative techniques for measuring students' performance, raising students' achievement (results) in respective subjects, enabled teachers to achieve instructional objectives successfully and prepared the teacher for lesson planning, so that quality of education can be provided to the students at school.

### **Problems of private secondary schools**

There are many problems in the private secondary schools, which include proper use of appropriate audio visual aids, accessibility of the students to computer labs, outmoded (although fair) method of evaluation, lack of professional interest and enthusiasm of teachers due to low payments and fringe benefits, lack of monitoring authority for private schools, lack of transport and hostel facility for the students. These problems need to be resolved

### **Recommendations**

Following recommendations were made for improvement: -

- a. It was recommended that in-service training may be arranged for the teachers considering various levels of competencies required for professional development of teachers.
- b. It is recommended that A.V. aides may be given in the associations and the teachers may be given training of using progressed A.V. aids to make a difference.
- c. It is recommended that money related arrangement may be made for private zone. Moreover, surety of the community participation be made in monetary matters.
- d. It is suggested that monetary assets might be reserved for giving hostel facilities and the community ought to give the students pick and drop office.
- e. It is suggested that conventional examination structure be redesigned with the progression of time to enhance quality.

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